

Practical English

1947 • A SCHOLASTIC MAGAZINE



ON TOP OF YOUR WORLD (See page 5)



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Practical English

(Combined with PREP)

A National Magazine of English and the Communication Arts Designed for High School Students in General, Business, or Vocational Courses, Published Weekly During the School Year

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PRACTICAL ENGLISH, published weekly, September through May inclusive except during school holidays and at mid-term. Entered as second-class matter at Post Office at Dayton, Ohio, under Act of March 3, 1879. Contents copyright, 1947, by Scholastic Corporation. SUBSCRIPTION PRICES: For two or more copies to one address, \$1.20 a school year each (32 issues), or 60c a semester each (16 issues); single subscription, Teacher Edition, \$2.00 a school year. Single copy (current school year), 10 cents each.

Office of publication, McCall St., Dayton 1, Ohio.

General and Editorial Office, PRACTICAL ENGLISH, 220 East 42nd St., New York 17, N. Y.

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VOLUME 3

NUMBER 1

SEPTEMBER 15, 1947

Back in High School

THE kid was sounding off for the benefit of the girl friend. (He was 13, going on 14, and through with Junior High. If he didn't break a leg by Labor Day, he'd be behind that iron curtain of Senior High.)

"You know," he remarked profoundly, confident of a sympathetic audience, "I'm not so sure I'm going to school this fall. If I'm going to make the Dodgers. I know enough already. What good is all that geometry an' history stuff going to do me? It won't improve my batting average. An' I cert'nly don't need any ole English teacher to tell me how to snag a fly ball."

"You're so right, Ronny," she sighed. "I don't think it's going to get me to Hollywood any faster, either."

Pop and Mom grinned a private grin at each other in the next room. They weren't supposed to be eavesdropping. But by long experience they knew that these youthful rebellions would peter out. Time marches on, and come September, Ronny would be safely ensconced on the next rung of the scholastic ladder.

Of course you're past that particular hurdle. (Or are you? Maybe we're taking a lot for granted.) But anyway, we assume that if you're reading this, you're one of the six million who are in high school with an eye to the future. Perhaps you're already a junior, or senior. You think you're going to college, or get some special training for a real job—not a blind alley. You didn't jump the gun the minute you could get your working papers.

So you're a student in the Great American "people's university." You're on your way to being an "educated" man or woman. What does that mean to you—and why?

The president of Columbia University put this challenge to his entering class: "Any young man or woman who enrolls in a college or university, by that very act agrees to develop his faculties, to think independently, to form his own judgments, to gain a sense of values. Unless he does, going to college is a mockery."

No, college isn't high school. But it's just another stage in the same process. When you're in high school, it's time to put away childish things. Something new has been added. You have in your head the makings of an exquisite precision tool that will stay by you all your life. You have in your body the bursting vitality without which your life will be nothing but drab existence. Your heart beats with joy, wonder, friendship, and generosity. What are you going to do with your head, your body, your heart?

High school is where you'll find out. Here you will learn to use your mind, to understand that effect follows cause, to put your snap opinions and prejudices under the microscope, and see how they stack up against facts. Here you will brush elbows with a thousand kinds of people, and learn what it takes to live and work with other human beings. Here you will find out what the heroes of civilization have achieved. Here you can start to be one yourself.

Happy landings!

OUR FRONT COVER: You may greet September with mock groans, but if the truth be known, the prospect of school activities does add to the zip and zing

in the fall air. That's easy to understand after studying our cover groups! They're getting a kick out of everything from soda sipping to pigskin practice.

Typewriter Types



Genius, Junior Grade

Busy inventing all through vacation. But will he have spare time now that school's in? Sure! His Royal Portable will make extra time, yet allow him to do his homework quickly and neatly. School tests reveal that students who type get *higher* marks, do *better* work in *less* time!



Longhander

Not many dates for this Miss, now that she's back at school. She does her work by longhand . . . and that takes time! With a Royal, she'd save tedious work, get through sooner, thanks to such Royal features as "Magic" Margin, "Touch Control," and *fully standard* Finger-Flow Keyboard.



Cash-and-Carry

During vacation, made lots of "long green" in short order with her Royal Portable. Intends to do same right through school. Not only will she whiz through her own work, she'll also type notes, themes, reports for others for a fee! Royal Portable is perfect training for using an office typewriter, too!



You?

Well, the summer picnic is over now. Gotta go back to the grind. But—don't go without a Royal Portable to give you a hand! March Mom or Pop down to your nearest Royal Portable dealer's for a demonstration. Remember, Royal is *the* standard typewriter in portable size!



ROYAL PORTABLE

**THE Standard Typewriter in
Portable Size**

"Magic" and "Touch Control" are registered
trade-marks of Royal Typewriter Company, Inc.

On Top of YOUR World

THE swimming was good, the moonlight canoeing even better. That summer job—the “spot cash” that jingled in your jeans every Saturday—made you feel like a big cog in the community. And that mountain-climbing trip—now there was real adventure!

So the daydream goes, until *plunk!* You come back to reality. You're sitting in a classroom. Miss Hedgepeth is suggesting in a matter-of-fact way that you should fill out your schedule of classes.

You put your chin in your hand; you grimly observe that your summer tan is already beginning to fade; you chew your pencil and glower at your schedule card. It's back to the old grind.

Or is it? What made climbing Sugarloaf Mountain an adventure? Dragging your body up a steep, rocky trail under a broiling hot sun sounds like a lot of unnecessary work. Yet you called it fun—adventure. Why?

The answer is in one word—*attitude*. You decided at the outset that climbing Sugarloaf was a challenge; you were *curious* as to how the world would look from the top of the mountain; you were *eager* to get there; you were *determined* that you would.

Because you started your climb with curiosity, enthusiasm, and determination, you made every experience count. It was almost exciting to meet other climbers on the trail and compare notes on “climbing time.” You were proud that you followed the guidebook advice and refrained from drinking too much water while climbing, even though you were thirsty. It was a thrill to find wild blueberries as you came in view of the summit! Reaching the top was a real and satisfying accomplishment.

Climb That Curriculum!

An adventurous attitude can be one of your greatest allies. It can make you cheerful in the midst of bad luck. It can give you the determination you need to solve a tough problem. It can cause a teacher or a job supervisor to be sympathetic even if you get the wrong answers. It can make friends and interest more people than any other one personality trait. It is the key to your getting the most for your time, money, and effort wherever you are.

The new semester gives you a chance to go into unexplored territory; it offers the same challenge as climbing Sugarloaf. Just as the top of a mountain gives you a new outlook, so will the knowledge you acquire. You'll come



closer to discovering how you fit into the scheme of things. Take a tip from your climbing expedition, or your canoe trip, or your summer job, or whatever it was that made your summer *fun*. Start off this school year with a good supply of curiosity, enthusiasm, and determination, and you'll really get somewhere!

Sign on for *Adventures, Unlimited*, and remember there are four things to keep in mind during the first few weeks of school: The Lay of the Land, the Members of the Expedition, Points of Interest to Be Observed en Route, and the Purpose of Your Travels.

Lay of the Land

First, get your bearings. If you're a new student at Northfield High, better spend some time during the first few days memorizing the physical layout of your alma mater. If you haven't a photostatic memory, sketch a rough map of the building and grounds in the fly leaf of your notebook. Jot down on your map the location of the gym, locker rooms, cafeteria, library, auditorium, lavatories, shops and labs, the principal's office, nurse's office, etc.

If, perchance, you lose your sense of direction when you're looking for algebra class, don't be afraid to ask questions. Asking questions is a good way to start making friends.

Members of the Expedition

If this isn't your first year at Northfield, don't make the mistake of thinking that excuses you from the “getting acquainted” procedure. Be on the lookout for new students who are wondering where the library is or where the Glee Club tryouts are being held.

Whenever possible, offer escort service.

Your courtesy will pay big dividends. It will sell new students on Northfield High as a friendly place—that's the way to build school spirit! It will sell newcomers on you as a friendly person—and that will pay off when class elections roll around or when you're angling for a date for the Big Prom! It will also open the way for new and pleasant friendships. Some of these new faces at Northfield may turn out to be the most interesting people in school, people you'll be proud to know.

Hi, There!

Friendliness begins with a great big hello from you. Don't wait for the other fellow to warm up; he may be shyer than you. Learn all your teachers' names. Keep both eyes open for opportunities to introduce new students to your friends and to your teachers.

Don't shirk introductions because you're afraid your tongue will tangle over the rules of who meets whom. The



formula is simple. Introduce men and boys to women and girls; and younger people to older people. This means simply that you mention *first* the name of the person to whom you're making the introduction. For example:

"Miss Thistlewaite, I'd like you to meet Craig Duncan." Then add such information as: "Craig is transferring from Washington High to Northfield High, and he's going to be in your English class." Miss Thistlewaite will take over from there and will appreciate your trouble.

Or: "Sally Swayne, this is Brad Rocci. Brad's the editor of the *Northfield News*, and he's in the market for some new reporters. Sally wrote the book review column for the *Coolidge High Courier* last year." This identification will supply Sally and Brad with a topic for conversation.

Don't be shy about starting conversations with students to whom you haven't been introduced. If you go out of your way to start conversation, the other fellow will do his best to keep the ball rolling. And the starting's not difficult; ask questions. Lead off with "Hello, I'm Clint Wolcott." Then ask him: "Is this your first year at Northfield? Where did you go to school before? Are you going to the Pep Rally tonight? What courses are you taking?"

Your teachers are also your traveling companions for the year. Because you rarely see them after "office hours," don't make the mistake of thinking they live in another world. Miss Rockenrock may be hard as nails when you've forgotten to do your assignment, but *after school* she probably goes to the same movies you do. Mr. Frompi may down you with an icy stare when you disrupt his study hall; but you ought to see him warm up at a baseball game!

In class, give teachers your courteous attention. How would you feel if you were explaining Roy Eldridge vs. Buck Clayton's style of trumpet playing and found yourself facing a roomful of vacant stares? Perhaps Miss Shelley would rather talk about trumpets than triangles, too. But her job is to teach math, and yours is to learn it.

Points of Interest

Once you have the lay of the land and a speaking acquaintance with the members of the 1947 expedition, it's time to familiarize yourself with the Points of Interest along the trail.

School clubs don't send out engraved invitations to prospective members. The school paper doesn't run ads for writers. The athletic coach won't know that you're a halfback or a pole-vaulter unless you go out for football or track. If you're interested in such activities, let the secret out of the bag.

Sometime during the first two weeks of school, find out what clubs and group activities exist in your school. Watch classroom bulletin boards and the school paper for announcements of athletic tryouts and club meetings. Consult your homeroom teacher. Talk to students who are members of various organizations. Attend meetings of several clubs. Then select a few that have programs in which you'd like to participate, and apply for membership.

In joining clubs keep in mind these pointers:

1. You don't have to be a Helen Hayes to go out for the Playlikers, but you do have to be interested, enthusiastic, and willing to do your share of work.

2. Don't sign up for the yearbook staff just because your best pals, Jed



and Gerry, are on the staff. (Join those groups which have the most to offer you.) You'd be better off in the Photography Club. You'll soon make friends there, too.

3. Once you join a club, don't take a back seat and watch what goes on. Get in the swim! Volunteer to paint scenery for the next play. Try out for the next debate. Give the editor of the school paper your suggestions for improving the sale of advertisements. Submit a new cheer to the head cheerleader.

(On the other hand, don't sulk when you aren't immediately handed the lead in a play or the choicest reporting job on the school paper. New members have to work their way up in an organization. Your first assignments may seem minor ones, but the way you handle them will determine whether you'll be chosen for the big jobs later on.)

4. In going out for extra-curricular activities, beware of overloading your schedule. Remember past particples

and tangents will require a little of your time. The "joiner" who signs up for everything just so he can boast a long list of activities accomplishes very little for himself or for the clubs to which he belongs. He usually ends up in the principal's office explaining why all his courses are taking a rapid backslide.

Purpose of Your Travels

Did you have a purpose when you hoisted that rucksack on your back and started up Sugarloaf? Of course you did. You aimed to get to the top. You planned to make average climbing time. And you hoped to reach the summit in fairly good condition — unwinded and without broken legs and arms. Your climb was successful.

It's just as necessary to have a purpose in mind as you begin a new school year. Know where you're going, and what precautions are necessary to achieve your goal.

You know you're going to have to bring up your average in your math courses if you want to make engineering school when you graduate. Then make a resolution to single out algebra for some special attention this year.

Dr. Pratt promised you a job in his office next summer — *provided* you learn to type well this year. Buckle down in typing class.

When you went on that picnic with an older crowd, you were embarrassed to have them find out how little you knew about world affairs. Sign up for the Current Events Club even though it doesn't sponsor the most dances. A good conversationalist is an asset to any gathering.

Once you set your goals for the year, don't let yourself down. Would you get any kick out of telling the crowd about the Sugarloaf trip if you'd petered out a third of the way up? The only expeditions worth telling about are those that had "follow-through."

Turn off the radio when you're wrestling with algebra. Read two newspapers a day if Mr. Brandt says that's the only way to be adequately prepared for his current events discussions. Don't cut short your typing practice every time a horn honks outside your window. Don't miss football or soccer practice just because the gang is going to sip sodas around the juke box at the corner drugstore.

Don't kid yourself into believing that high school is a dull place. High school is a pocketbook edition of the outside world. Everything you learn now will help you in meeting situations and people outside of school.

If you start off this first week by being bored or timid or uninterested, you're asking for a dull year. And you'll get it. Remember Sugarloaf and ask for adventure!

"HI THERE!" —from the staff of PRACTICAL ENGLISH



Margaret Hauser

the "Go Ahead!" signals.

Margaret Hauser, the original Gay Head, author of "Boy dates Girl," is now associate editor in charge of *Practical English*. She believes that learning English can be fun. "English is like sports!" she says. "You can't play the game unless you know the rules. But once you learn the rules of this English game, your batting average in business and social life goes zooming."

Margaret hails from High Point, N. C., where she was right in the swing of things at H. P. H. S. At Salem College, Winston-Salem, N. C., she majored in English and edited the college yearbook. After graduation, she attended dramatic school, then landed a job on her home town newspaper. Now she's making *P. E.* a magazine you'll like and profit by.

Bill Favel adds the voice of experience in teaching to our staff. He was a

WOULD you like to know who we are? Our "big bosses" are Maurice R. Robinson, publisher, and Kenneth M. Gould, editor-in-chief of *Scholastic Magazines*. They're the ones who give us

high school teacher for six years. Now he's editor of the Teacher Edition of *P. E.* He also writes vocational guidance and other articles.

Bill comes from Grand Rapids, Mich. With a B. A. in education from the U. of Michigan, he began teaching. But in the summers he went back to school.

It all adds up to four universities — an M. A. in history from Michigan, a graduate major in economics at Harvard and U. of California, and grad work in psychology at Columbia University. Bill says he "just liked school."

Last year a student didn't like some advice in "Boy dates Girl." He wrote that "some old bag" must be writing it.

This is the picture of Gay Head II we sent him.

Gay Head II is Jean Merrill. She succeeded Margaret Hauser as feature editor. Jean comes from a farm near Webster, N. Y., where she gets her zest for outdoor sports. She majored in English at Allegheny College and has her M. A. in composition from Wellesley



Lee Learner



"Mac" Cullen

College. Gay Head II is our movie, music, and manners expert.

Who pens the sage advice in the lead articles of *P. E.*? This is Lee Learner's field. Lee also writes "how to . . ." do almost

everything. And she's our radio expert.

Lee's a New Yorker. She worked on the paper at Julia Richman H. S. in New York City and edited the paper at Pennsylvania State College. A lucky day brought her to *Scholastic Magazines*. Her favorite sports are bowling and walking to work — 50 blocks!

Mary Alice Cullen ("Mac") has a particular kinship with high school students — she's constantly being taken for one.

Mac comes from Cincinnati, Ohio. She majored in philosophy at Wellesley College and one summer was a reporter for the *Cincinnati Times Star*. She writes the magazine series, the logic column, and interviews.

Slym Syntax is a fellow you'll be posting letters to soon. Ask him any questions you like. Somehow Slim will come up with the answer. Slim's also the expert of "Practice Makes Perfect."

How does Slim know so much? He's an English teacher — in a New York City high school.



Slim Syntax



Bill Favel



Jean Merrill

LEARN TO THINK STRAIGHT

EVERYTHING depended on the swimming meet. It would determine whether Ridge Top Camp won the sports cup this year.

"We've got it in the bag," the Ridge Top swimming captain grinned. "No one at Jackson can outswim Butch Fullenwilder."

"Where's Butch now?" an anxious camper asked.

"I told him to meet us on the boat to Jackson. Since he's been to Jackson once before he should find his way easily."

But Butch wasn't on the boat that the campers took to Jackson. And he

didn't arrive on the next boat. The swimming meet went on without Ridge Top's star swimmer. The Ridge Top campers went home without the cup.

What happened to Butch? He remembered that the paddlewheel boat he took last time went to Jackson. He rushed down to the docks, saw a paddlewheel boat and leaped aboard. It wasn't the right boat. This is the way Butch reasoned *incorrectly*:

a. I took a paddlewheel boat on the trip before.

b. The boat I took went to Jackson.

c. Therefore, all the paddlewheel boats go to Jackson.

Do you see what's wrong? Butch jumped to a conclusion without having enough examples to prove it. Because *one* paddlewheel boat went to Jackson, Butch assumed that *all* paddlewheelers go to Jackson.

This is a generalization — a statement

about "all" or "none" of something. If you say "All redheads have tempers," you're making a pretty big statement. One example of a redhead who doesn't have a temper will make your conclusion about "all redheads" untrue.

Sometimes it seems safe and useful to make a generalization — *if you have many, many examples*. Here's a generalization that is probably safe:

a. I know many men.

b. Every man I know or have heard of must eat in order to live.

c. Therefore, it is safe to say that all men must eat in order to live.

Compare this careful conclusion with common expressions such as, "All blondes are fickle," or "All women are poor drivers." Next week we'll take a look at more generalizations that you hear every day. Don't miss the boat as Butch did, by jumping to conclusions.

"IT CAN'T BE DONE," you say. "There just aren't enough hours in the week to do all of my assignments and still have time for fun."

Well, let's see. How do you suppose Bill Ward finds time to be president of the Science Club, play football, work at the grocery store on Saturdays, and still be on the Honor Roll? Is it because he's a magician? No; the truth is, Bill is a *planner*.

Bill knows that school is important. He isn't sure he'll be financially able to go to college, and he wants to make the most of his high school years. He faces the problem squarely by having a plan. Here's the way Bill figures:

There are only 167 hours in the week. About 60 per cent of this time is spent in sleeping, eating, dressing, bathing, and attending classes. Another five per cent is spent in transportation.

Only 35 per cent is left for *all other activities*—for studying both at school and home, for dates, part-time jobs, football games, listening to the radio, going to movies, etc.

Now if school assignments can be organized so that they can be completed in seven per cent of this time—roughly in 12 hours, about 28 per cent of the week is left for a part-time job and for fun!

To get the most of out the 12 hours of study, Bill uses a time budget. He finds that he has six full hours during the week for study in school time and he plans to study an additional six hours outside of school time. Is Bill a magician? If so, you can be one, too.

Chart Your Study

Lesson preparation is a big item in anyone's time budget. Suppose you chart the work day to see just what time there is for preparing lessons. Draw a chart, writing in the days of the week across the top of the page. Then write the hours of the day down the left side (7:00-8:00 a. m., 8:00-9:00; 1st period, 2nd period, etc.). Draw in the cross lines so that you have one rectangle for each time period.

Now with a colored pencil or red ink, write in the classes and clubs that you have in school hours and you can see what time is left for study. Just as you thought—not very much.

In the open periods you are going to write with black pencil or dark ink what you plan to study. But wait a minute, here is where the tricks of the trade come in.

Trade Tricks

Obviously you'll have to do part of your studies at home in the evenings and over the weekends. Which work should you take home? How do you decide what to study in your study hall periods?

The Time of Your Life



several hours of uninterrupted study for these things.

A time budget is an individual, personal arrangement between Father Time and yourself. Bill Ward's time plan won't work for you. You have to have one that fits *your* "speed" and *your* way of doing things.

1. *Clock your study periods.* For several days keep track of how much time it takes to prepare each of your lessons. In a week you'll be able to work out an average. Bill has discovered, for example, that the average time necessary for doing his history lessons is 40 minutes.

2. *Fill in a temporary study budget.* Write in the names of the subjects which you plan to study in each period and decide which assignments you will prepare outside of school. Allow adequate time to finish each lesson.

3. *Revise your study budget.* At the end of a week, look at your study budget critically and revise it so that it really works. Do this periodically—at least once a month. School work changes; some assignments become more difficult, some more easy; adjust your budget to the changing assignments.

Live, Think, and Be Merry

Remember Bill Ward? He's president of the Science Club. That's for you, too, now that you have a time budget. Join a club or two; sociability is important. But don't be like Daisy Mae Loos; she majors in clubs and minors in school work. "She's always behind in class. School is 'too difficult,'" Daisy says.

Sports can be on your calendar, too. They help keep you refreshed, relaxed, and vigorous. Enough, but not too much. Remember Muscle-bound Jones who goes out for everything in sports, sleeps through classes, and can't talk about anything but the batting averages of the Detroit Tigers.

How about the movies and dancing? Sure thing! Weekends were invented for them; on school nights, go easy.

When you have the things you *must* do out of the way, the rest of the time is yours for fun. You can have the time of your life.

AND WE QUOTE . . .

It's easy to see through people who make spectacles of themselves.

—Thomas A. Lahey

Courage is fear that has said its prayers.—*This Week*

FAD—n. Something that goes in one era and out the other.

—Bill Stern

The EYES Have It!

HAVE you ever watched a six-year-old read? His head moves slowly from left to right as his eyes take in each word separately. His finger moves too, touching each word in the line of type. As he reads, he murmurs each word aloud. It's a slow and painful process.

But this business of reading is new to him. He's learning to form a habit.

You did the same thing when you learned to read and when you learned to form other habits. At first the simple process of tying your shoe laces required the use of your hands, your eyes, your mind—perhaps even your voice, as you repeated your mother's instructions.

Now, of course, tying shoe laces presents no problems. As your fingers make the knots, your eyes may be focused out of the window, your mind may be on last night's date, and your vocal cords are probably working on "Peg O' My Heart." Tying shoe laces has become a habit. So has reading. But what sort of a habit? Is reading still a painful process? Or have you improved your technique so that you really like to read?

How Do You Read?

Test yourself by reading this paragraph, then answering the questions that follow:

During the current fiscal year it is estimated that spending by the Federal Government will exceed \$41,000,000,000. . . . The total national income in the depression years 1932 and 1933 averaged only slightly in excess of \$41,000,000,000.

When you read that paragraph did you:

Move your tongue or your lips?

Feel your vocal chords vibrating?

Try to *hear* the words as you read?

Move your finger from line to line to mark your place?

Move your head back and forth?

If you answered "yes" to any of those questions, reading isn't a grownup habit with you. Good readers use only two tools: their eyes, to see the words; and their minds, to absorb the meaning. Hold your tongue and your lips still. Relax your vocal chords. Move only your eyes, not your head or your fingers. Make a habit of using only the tools you need. Don't waste your energy. Your eyes and your mind will carry you through every kind of reading, from light fiction to weighty editorials.

II

Express Stops Only

Now that you've begun to analyze your reading habits, try another test: Place a mirror on the opposite page of this magazine. Ask a friend to stand behind you and look into the mirror, watching your eye movements as you read this anecdote. Have your friend count the number of stops your eyes make on each line of print:

When the famous Mark Twain was making an after-dinner speech one time, the subject of his talk was "Gratitude." He explained that he didn't "care much" for the noisy boisterous type of gratitude. "Why," he exclaimed, "when some men discharge an obligation, you can hear the report for miles around!"

Does your friend report that you're making more than two eye-stops per line? Then your reading train is a local—it takes you too long to reach your destination and you're wasting fuel along the way. How can you speed it up so that you make express stops only? By reading *phrases*, not *words*!

Word-reading is poor practice on two counts. It wastes time, and makes it more difficult for you to understand what you're reading. If you read this word by word, your mind must work double time. It must work to take in each word as your eyes read it and, at the same time, it must work to put the words together into phrases. As you know, a phrase is a group of words that expresses an idea. Why not simplify the job so that eyes and mind work together? Then, as your eyes read a phrase, your mind quickly absorbs the idea.



Ed Reed in the Washington Post

"He kept blurting out who did it!"

III

Keep Moving, Please!

Try your phrase-reading first on these simple, one-line sentences. Be sure that you make only two stops per line, one for each phrase.

The tall, thin farmer//walked slowly.

The fire blazed//throughout the city.

Small boys and dogs//annoyed her.

Not difficult, was it? All right then, if you can phrase-read easy material, you can also do it when the going becomes more difficult. Simply stop reading every word separately. Focus your eyes on each important word, taking the rest of the phrase in your stride.

Of course, phrases don't usually divide themselves neatly into two per line. You'll have to train your eyes to sweep from one line down to the next. Even when a phrase does end with the end of a line, don't stop there. Don't lose time between phrases or sentences. Train your eyes to keep moving.

IV

Watch These Skiis

Try this paragraph for size. The phrases are marked off for you, to give you practice in picking phrases for yourself when you read:

On a ski slope//at a New Hampshire winter resort//I watched an instructor//show a group of novices//the proper technique in executing turns.//Most of his pupils//attempting to imitate him,//failed miserably—//their skiis spread out //and they slid along in a sitting position//for a few feet.//After one middle-aged woman did this,//the instructor lifted her to her feet//and with masterful tact remarked:/"Very good, madame. //Now all you must do//is eliminate the middle track."//

V

Don't Trip on the Tricks

Have you ever found that you require several rereadings of material that contains clever quips, or plays on words? Does the point escape you on the first reading? It won't if you perfect the technique of skillful phrase-reading. Those quick eye-movements will help you take in the words with which the author makes his points.

These samples from the "picturesque patter" department shouldn't give you any trouble if you tackle them in phrases:

1. The year wheeled around//and pussy willows had their kittens.

2. She sported a hat//with delirium tremens.

3. The bobby-soxers engaged//in idol chatter.

4. The road sign read://Cross Roads —//Please Humor Them.



BUT it's only a couple of weeks since I left camp. . . .

"Well, gee, nothing has really happened yet. . . ."

Do you recognize those worn-out statements? They come under the heading of "Flimsy Excuses for Not Having Written to Summer Friends."

Hadn't you planned to get those letters off within a week after your homecoming? As for material, what about the wiener roast, the rained-out ball game, the weekend hike, the club you joined the first day of school?

Then let's start—with these *don'ts* and *do's* as your guide:

Don't be stiff and formal. Sally will lose interest in a letter that begins: *I am so sorry that I didn't write sooner.*

Don't be careless. What would you think of a letter that read: *I would of wrote sooner if I could of, but I hadn't no time.* Aren't your friends important enough to merit letters that are well-written and grammatically correct?

Don't be dull. Jim wants to know "what cooks," not just: *We had a wiener roast the first weekend after I came home. A big ball game had been planned, but it was called off because of rain. Last weekend we went on a hike.*

Don't discuss things that mean nothing to your friend. What's the point of telling Steve: *Dan Carter has developed a terrific pitching arm, and Stan Fox has put on enough weight to be a good bet for left tackle.* Steve is a summer friend, remember? He doesn't know your schoolmates. Why make him feel like a fifth wheel?

Do write as you talk. If you were talking to Jim, wouldn't you be likely to say: *What a homecoming I had! The folks arranged a wiener roast. It wasn't a hot-house affair in front of the living room fireplace, but a bang-up outdoor job in my aunt's backyard!*

Do be complete. A good storyteller knows that important details make the story. Here's how that rained-out ball game might grow from a drab sentence into a readable paragraph: *We did everything short of voodoo dances to pray for sun on the day of the big game. And, lo and behold, the sun blazed cheerfully—in the morning, that is. By 1 p. m. the clouds were gathering. We simply ignored the few drops of rain that spattered down as the first ball was pitched. But by the end of the*

first inning, there just wasn't any space between the drops, so we had to give in, give up, and go home. Who says that wishing will make it so?

Do be interested. This is as important as being interesting. Pete's going to be disappointed if every sentence begins with "I" and "We." Play up the "You" angle. Throw in some questions. Find out what he's doing: *Did you develop the pictures you took during the summer? Were there any prize-winning shots? Were you able to line up a good program at school? And, say, did your mother blow the roof when she saw that green paint decorating your good white slacks?*

Here's a chance to practice those *Do's* and *Don'ts*. How would you rewrite this letter to make it lively, readable, and correct?

Dear Sandy,

I been meaning to write to you, but what with nothing happening it seemed pretty silly, so I didn't.

About the only news is that we're getting a new football field at school. Pretty nice.

How was your weather since you got home? It's been fine here. We had a berry-picking picnic one day, and some of us got lost.

Some of our best teachers—Mr. Hammond and Miss Norvelle—are'n't back at school but the ones who are taking their place seem to be alright so maybe everything will be o.k.

Saw a swell picture last night, but the others I've seen since I've been home have been pretty awful.

Guess that's about all that's new. Write soon.

Yours very truly,

Dizzy

Dearest Ruth,

Just a line to say that everything is great. The sun is shining and the birds are singing.

Something went wrong with the ribbon in my typewriter. As I was saying, the birds are

parking the pencil, but I just ran out of ink and I don't seem to have any more around. What I was trying to tell you was that the birds are

My pencil broke and I'll stop for now. The damn birds are so noisy, I can't hear myself think.

Joe

The Saturday Evening Post



HOW'S THAT AGAIN?

By SLIM SYNTAX

I ALWAYS read your column and enjoy the questions asked. Now I have one of my own.

My girl friend says you can use the word "agitate" as in the sentence, "You agitate me." I disagree with her. Will you tell me who is right?

G. T., San Diego (Calif.) H. S.

I'm on your side. Although *agitate* means to *disturb, excite, ruffle, stir up*, it is not used as your girl friend uses it. You can agitate for reform in your government. You can agitate a liquid by shaking it. You can be in an *agitated* state of mind. But you can't agitate a person. At least, the authorities don't recognize such a use of the word.

In our English class we have been discussing the terms, "operated" and "operated on." Which is correct: "The doctor operated the patient" or "The doctor operated on the patient?"

Also: "The patient was operated on yesterday" or "The patient was operated yesterday?"

L. T. Duncan (Okla.) H. S.

The correct sentences are: (1) The doctor *operated on* the patient; (2) The patient was *operated on* yesterday.

You can operate a machine or a gadget—but not a human being.

I was looking over one of your magazines recently and came across a question that I can tell you something about. R. F. of Evanston, Illinois, asked about the pronunciation of *rodeo*. There are two different pronunciations of this word, but they mean two different things altogether.

A *ROH-dee-oh* is an exhibition of horsemanship. A *roh-DAY-oh* is a roundup of cattle on the range. The latter came from the vaqueros who long ago were superb horsemen and experts at rounding up cattle on the ranges.

When a cattleman or cowboy hears people say they went to a *roh-DAY-oh* he laughs and tells them they don't know what they're talking about.

Marjorie Nelson, Roseville, Calif.

Thank you, Marjorie. All I know about this is what I read in the dictionary. Serves me right. Apparently the boys at Webster's slipped up on this one. I'm sending a copy of your letter along to them. You may hear from them as soon as they recover from what the cattlemen and cowboys say about them!



PRACTICE MAKES PERFECT



DO you act your age when you speak and write? Or are you still still making the kind of errors you made in elementary school? How do you rate on the simple "rights" and "wrongs" of English?

The quizzes on this and the following page will show you how you rate on grammar, good usage, vocabulary, spelling and pronunciation. If your final score doesn't total 100, you're in need of repair. Each week "Practice Makes Perfect" will provide the tools for the reconstruction jobs you must do. So note your errors, and then get set to break down the "wrongs" and build up the "rights."

Watch Your Language!

Take stock of your language skill (your knowledge of grammar) with this review:

Read each of the following sentences. If the sentence is correct, mark it C. If it is wrong, mark it W, and make whatever corrections are necessary. (See sample.) Count one point for each sentence.

Sample: W Everybody held up ^{his} ~~their~~ book.

- ___ 1. Let him and I go.
- ___ 2. Between you and I, there's nothing wrong.
- ___ 3. I think I'll ask Jim, Jerry, and he to come.
- ___ 4. Each student must show their cards.
- ___ 5. Each one of us had his picture taken.
- ___ 6. My brother is taller than I.
- ___ 7. Would you rather have Joe than I on your team?
- ___ 8. All of us was here yesterday.
- ___ 9. One of these is mine.
- ___ 10. The effects of the new law was clear.
- ___ 11. Do you prefer these kind of hats?
- ___ 12. My car runs good.
- ___ 13. Dahlias in bloom smell sweetly.
- ___ 14. There is several men in that room.
- ___ 15. Where is your brother and sister?
- ___ 16. I didn't think you was coming.
- ___ 17. Last Friday he has made a speech.
- ___ 18. Of the two girls, Jane is the best skater.
- ___ 19. This is the man which I was talking about.
- ___ 20. If he would have tried, he would have won.

My score _____

Are You Spellbound?

How well do you spell? The following test will help you answer that question. In each of the 15 groups of words, there is *one* misspelled word. Find it and spell it correctly. Count 2 for each misspelled word you spot and correct.

In your notebook, make a list of the words you failed to correct.

- | | | Correction |
|---------------|------------|--------------|
| 1. absence | accept | accidentally |
| 2. accomodate | airplane | already |
| 3. alright | altogether | answer |

- | | | | |
|-----------------|-------------|---------------|-------|
| 4. appetite | appology | author | _____ |
| 5. around | arguement | association | _____ |
| 6. awkward | atheletic | because | _____ |
| 7. beginning | beleived | buried | _____ |
| 8. benefited | captian | careful | _____ |
| 9. cemetary | chief | choice | _____ |
| 10. coming | certain | commitee | _____ |
| 11. confident | conquer | consciencious | _____ |
| 12. decision | definate | destroy | _____ |
| 13. discription | desirable | device | _____ |
| 14. disappear | dissappoint | discipline | _____ |
| 15. embarassed | excellent | excitement | _____ |

My score _____

Sign Language

Punctuation marks are *sense marks*. They tell the reader things like: *Slow Down! Stop! Here's a break in the thought! New thought coming up! Here's a list of things. Keep them separate!*

Read each of the sentences below. Then insert the punctuation that has been omitted. One point for each sentence you punctuate correctly.

1. In short pants will be differently styled this year.
2. To catch any kind of fish you need the proper bait.
3. Grabbing his cane the old man stalked out.
4. While I was shaving Jack's mother came into the room.
5. When the ice begins to melt the skating season is over.
6. My boy listen to your elders and profit from their advice.
7. Your house Mr. Giles is on fire.
8. Tabby the cat scratched me.
9. Virginia tried very hard to work out the cross-word puzzle but everybody in the room kept distracting her.
10. Father paid the insurance gas electric telephone and garage bills.
11. Over hill over dale through woods and across the meadows the scout troop marched without stopping for a rest.
12. For lunch we had tomato juice milk bacon and tomato sandwiches. (Watch the commas here! What kind of sandwiches did you have?)
13. This ice cream I suppose is the best that money can buy.
14. When you go on a trip be sure your car is in tip-top shape. Your carburetor in particular should be carefully inspected.
15. Mary no doubt will be the first to come.
16. Yes we have the cloth you want.
17. He said Bill I think you're wrong.
18. Are you going to the prom Jane asked.
19. Why did you do that.
20. What a day.

My score _____

What's the Usage?

Words are of no use to you unless you use them properly. Wherever you find an example of incorrect usage in one of the following sentences, mark the sentence W, and make the necessary corrections. Next to each sentence in which the usage is correct, mark a C. One point for each sentence.

- _____ 1. I ain't going out with him any more.
- _____ 2. The bubbles I make with gum bust easily.
- _____ 3. My friends don't have no liking for the Dodgers.
- _____ 4. I wish for you to come a bit earlier tomorrow.
- _____ 5. Don't you think you had ought to study more often?
- _____ 6. Bert keeps hisself in trim by exercising.
- _____ 7. I can learn you the crawl stroke in a few days.
- _____ 8. He plays ball like he was a veteran.
- _____ 9. Joan sings beautifully as her mother.
- _____ 10. Germany might of won the war.
- _____ 11. Teacher took my knife off me.
- _____ 12. Teacher took my knife off of me.
- _____ 13. I seen my duty and I done it.
- _____ 14. Jack looked at me and says, "Where are you going?"
- _____ 15. Somewheres, I am sure, there is contentment.
- _____ 16. I sure was glad to see you.
- _____ 17. This here book is mine.
- _____ 18. Look at them beautiful flowers.
- _____ 19. Where are you living at now?
- _____ 20. You was the last one I expected to find here.

My score _____

Words to the Wise

How high, wide, and handsome is your vocabulary? Test its width and breadth on these two quizzes. Score one point for each correct answer.

I. In business letters one efficient word can often do the work of an entire stilted phrase. Can you find a substitute, in the following list, for each of these phrases?

- _____ 1. "As of the present date"
- _____ 2. "As expeditiously as possible"
- _____ 3. "At the time in question"
- _____ 4. "At the designated location"
- _____ 5. "The manner in which"

(a) there (b) now (c) how (d) immediately (e) then.

II. If you have a good grasp of words, you can quickly see the relationships between them. For instance, the sample below should read: *Toll* is to *bridge* as *fare* is to *bus*. Can you complete the other word-groups?

Sample: Toll: bridge=fare: _____ bus, theatre, church, school

1. Guardian: infants=warden _____ jury, judge, parole, inmates
2. Elevator: skyscraper=gangplank: _____ river, ship, mast, oar
3. Cooperate: obstruct=smile: _____ baby, grin, scowl, face
4. Press: newspaper=camera: _____ sunlight, photograph, girl, frame
5. Permit, tolerate=admire: _____ man, moon, esteem, scorn

My score _____

My total score _____

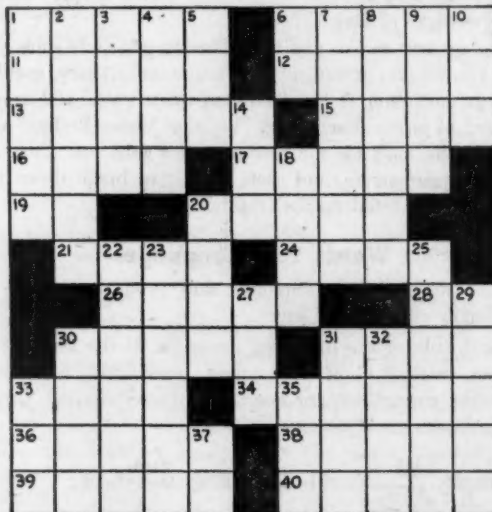
(Answers in Teacher Edition)

Let's Take A WALK

SOMEWHERE in this puzzle there are ten "walking" words — words which mean action. Here they are:

lope	dart	slide	amble	shin
plod	prowl	dash	went	trip

With that hint as a start, see if you can complete the puzzle. The answers are in the Teacher Edition of this issue. In next week's issue they'll appear on this page.



ACROSS

1. Roam stealthily; "The wolf is on the _____"
6. This is an easy-going pace.
11. This helps to keep a river from overflowing.
12. A trademark for a zipper.
13. A can is useless without an _____.
15. A cowboy uses this when he rounds up steers.
16. Start suddenly and run swiftly.
17. "Yours Is My Heart _____"
19. This is how senioritas say "Yes."
20. Today I stand, yesterday I _____.
21. Rush violently.
24. Over again.
26. _____ Man's Bluff.
28. A laugh in print.
30. Salt water.
31. To run nimbly; also: to stumble.
33. Tom Sawyer thought this animal gave him warts.
34. A fancy word for scold.
36. Preposition meaning a lower position.
38. Opposite of receiver.
39. Plural of goose.
40. These signs foretell the future.

DOWN

1. Walks slowly and heavily.
2. Eventually a loan must be _____.
3. "_____ There."
4. Today I go, yesterday I _____.
5. Confederate general.
6. Half of that.
7. To put ashore on a desert island.
8. Not a brunette or a red-head.
9. Tall, gangling lads walk this way.
10. East northeast (Abbrev.).
14. This animal deserts a sinking ship.
18. A burden.
20. Best way to climb a pole.
22. To wear or rub away.
23. A player does this to avoid being tagged out.
25. To bleach.
27. Beak of a bird.
29. Those who mimic.
30. A dog's meal.
31. To defeat overwhelmingly (sports slang).
32. To talk wildly.
33. This kind of boat towed others.
35. Prefix meaning "I."
37. Prefix meaning "again."

Kodak

"These snaps are really something!"

They get a great reception—snapshots do! For everybody welcomes pictures of fun and friends. Everybody enjoys seeing "what we did" and "who was there"... shown as only photographs can do it.

To make sure of your snapshots, use Kodak Verichrome... America's favorite film. It takes the guesswork out of picture-taking... makes "getting the picture" a cinch. Try Verichrome in your Brownie Reflex... or in any of the cameras in the famous Kodak line... and see! You press the button—it does the rest.



Kodak Cameras and Film

Eastman Kodak Company, Rochester 4, N. Y.



By the way, for those special Christmas greetings there is nothing smarter than cards made from your own snapshots. See your Kodak dealer about it—now!

For Fun and Information



"I'd like one that has Gregory Peck on the cover, please."

"SAY, did you know archeologists have found skeletons of twelve dinosaurs in New Mexico?" Bob exclaimed, looking up from a copy of *Life* magazine.

"Hmmm. Gee, that's cute!" Sally, Bob's younger sister, had her eyes glued to the cover of *Mademoiselle*.

"What do you mean — cute?" Bob thought Sally was commenting on his question. "Oh-h, I see. Don't you ever read anything but fashion mags? Take a look at that issue of *Science Illustrated* on the table. Read the article that explains how scientists can control rain and snow. Then you'd get some information into your head instead of just a new hair-do on it!"

Bob's kidding always got under Sally's skin. "And since when have you become a Quiz Kid?" she retorted.

By this time both Mr. and Mrs. Adams had stopped their reading and were listening to the conversation. "Speaking of report cards," Mr. Adams said with a sly grin, "here's an article in the *Saturday Evening Post* that should be of interest to both of you. It's about the youngest Senator in Congress — McCarthy of Wisconsin — who finished high school in one year."

"Where — what high school was it? Let's move there," Sally suggested.

Bob leaned towards her and teasingly ruffled her hair. "It wouldn't work, chum. They'd still have to burn the schoolhouse to get you out!"

"Will you please go away and grow up?" Sally turned back to *Mademoiselle*. "If you were as smart as you think you are, you'd know that fashion magazines aren't just fashions and hair-dos. They have stories and interviews and articles on vocations. Besides, I read more than

fashion magazines. I read the stories in *Collier's* almost every week —"

"Golly, I almost forgot—" Bob took a stubby pencil and notebook from his pocket. "Why do you read magazines?" he asked Sally. "To pass the time?"

"Don't talk like somebody's uncle," Sally replied. "I read for fun."

Bob scribbled in his notebook. "Good enough. For anything else?"

"I don't know what you mean—"

"Well, I'll try another victim. Dad, why do you read magazines?"

"I'll go along with Sally's 'for fun' and add 'for information.'" Mr. Adams thumped the copy of the *Saturday Evening Post* in his lap. "The *Post* frequently runs interesting articles on people, such as the one on McCarthy or Bob Feller or others in the public eye. Then for background information on the news I read *Time* or *Newsweek* and frequently your *Senior Scholastic*, Bob."

"Oh, I've read the movie reviews in those magazines," Sally chimed in.

Bob was still scribbling notes. "For what reason? For fun?"

"No, silly, because I have an allowance and I don't want to waste my money on poor movies."

"Okay. You read for information, too." Bob paused. "What do you call a good movie, Sally?"

"One that's interesting and that makes sense," Sally replied. "The story and the actors should seem real unless it's a comedy or a musical comedy. The reviews tell you all that. Why do you ask?"

Bob grinned. "Just checking up to see whether you get the information after you read it. No insult intended! Now how about you, Mom? Why do you read magazines — in addition to the recipes

for cherry flip-flop or whatever that thing was we had for supper?"

"I notice you ate two helpings!" Mom commented. "Yes, of course, I read magazines like *Good Housekeeping* for recipes, but you're mistaken if you think that's all women's magazines contain. There are good articles on the home, housework, health, the family — and often on national problems. And I enjoy some of the stories."

"She's been reading *Holiday*, the travel magazine," Mr. Adams said slyly. "She's probably planning a South American cruise."

"I can dream, can't I?" Mrs. Adams laughed. "On the contrary, the article I was reading was about Maine. *Holiday* contains travel information about the United States, too, you know." She turned back to Bob. "For the same reason that Sally reads movie reviews, I read book reviews in the Sunday book section of the *New York Times*."

"By the way, what's the reason for this quiz session, Bob?" Mr. Adams put in. Bob winked but went on writing. "You won't talk, eh? Well, turnabout's fair play. What do you read?"

"Well, let's see, besides those already mentioned, I read *U. S. Camera* because I'm interested in photography, *Popular Mechanics* because it has good articles on hobbies and crafts, sometimes I look at *Coronet*—"

"There's one member of the family you've overlooked in this magazine quiz," Mr. Adams reminded Bob, pointing to eight-year-old Butch who'd been completely engrossed in a comics book during the entire conversation.

"Oh, he doesn't count," Bob laughed. "He'll grow up and get over that comics stage, just as Sally did."

"Well, I like that!" Sally remonstrated. "It was you who used to buy comics with every dime you could beg or borrow. I never did—"

"That's right," Bob came back. "Yours was the movie fan magazine stage!" He stuffed his pencil and notebook back in his pocket and said, "Well, folks, thanks for doing my English assignment. I had to question three or four persons and find out why they read magazines. Okay. You read some things — like stories — just for fun. You read some magazines to keep up with current events or to get information on specific subjects, such as travel, photography, vocations, housekeeping, etc. And by reading articles you can get a lot of information that your kid sister won't find by looking at fashion pictures!"

Sally had her nose back in *Mademoiselle*. "Does anyone feel a draft in this room?" That silenced Bob.

This is the first of a series of articles on "How to Choose Magazines." Next week: Stories in Magazines.

MAGAZINE

Roundup

Circus Town

By Chet Vonier

American Magazine, August, 1947

Imagine receiving credit for courses in flying trapeze work, highwire walking, and clowning! You could, if you went to Manitowoc (Wisconsin) Vocational High. In addition to courses in home economics, mechanics, etc., this public high school has an accredited course in how to become a circus performer.

The school was born fifteen years ago, the brain-baby of Billy Schultz, now sixty-six. When Billy was nine years old he left Manitowoc to join the circus. After many years as a "big top" star, Billy returned to his home town, where he opened an informal circus school for the town's teen-agers. It wasn't long before his courses were incorporated into the curriculum of Manitowoc High. Now the school's old grads are taking their bows in sawdust rings all over the country.

Manitowoc's circus week is the big affair of the year. Teen-age students aren't the only ones who perform under the town's own "big top." There's always a crew of businessmen who close up shop for the day to show off the flip-flops they learned fifteen years ago at Manitowoc High.

Adolescent Acne, the Schoolgirl Complexion

By Lester Hollander

Hygeia, September, 1947

"Do not squeeze pimples or blackheads and do not look into a mirror until your face has improved." That's the all-important advice given to acne victims by Dr. Hollander, a skin specialist. Pimple-picking frequently results in scars, which can often be avoided by proper treatment.

Blackheads and whiteheads occur when the glands that lubricate the skin and hair are in poor working order. These glands excrete oily and waxy material through the pores of your skin. When a gland becomes blocked with oily material which it can't excrete, a pimple is the result. If the condition is chronic, you'll be wise to consult a competent dermatologist.

There are several types of treatment

for acne, and a good skin doctor will know which is best for you. But home care is important, too. Scrub your face thoroughly at least twice a day. Use only creams or lotions prescribed by your doctor. Wash your hair — and scrub your scalp — frequently. Stay away from rich foods, and from any others which your doctor puts on the "No, Never!" list. For the ladies, powder, rouge, and lipstick are permissible — but no bases or foundations. And finally, always remember: **HANDS OFF!**

The Nation's Brain

By Stanley Frank

Collier's, August 16, 1947

"A lively squirrel cage" is Mr. Frank's description of the Library of Congress. The most important activity that goes on among its *four hundred miles* of bookshelves is that of the Legislative Reference Service. The L. R. S. does Congress' homework. Its researchers are always on hand to dig up facts and figures which Senators and Representatives need for speeches, reports, and committee investigations.

The Music Division is another busy branch of the Library. The world's leading recorder of folk music, it has preserved on wax more than 30,000 authentic American ballads, blues, spirituals, hymns, and work songs.

Staff workers also catalogue all newly-published books, and make the information available to libraries throughout the country.

The Library has a dust-collecting policy of never throwing away a thing. This paid dividends during the war. "The Chinese air force consulted maps of its own country, a gift from the Emperor of China in 1840, that could not be duplicated anywhere in the world. European city directories, gathering dust in forgotten corners, saved hundreds of American lives in street fighting. Railroad timetables, kept through sheer force of habit, spotted

targets for air attacks on marshaling yards and depots. . . ."

The Library's main reading room is open to the public. Though most of its visitors are serious researchers, there is also a steady stream of eccentrics. One young man, who appeared daily for a while, handed in call slips marked with meaningless scribbles. He would then retire quietly to a corner and obligingly read whatever book the attendant gave him.

When They Put You Out

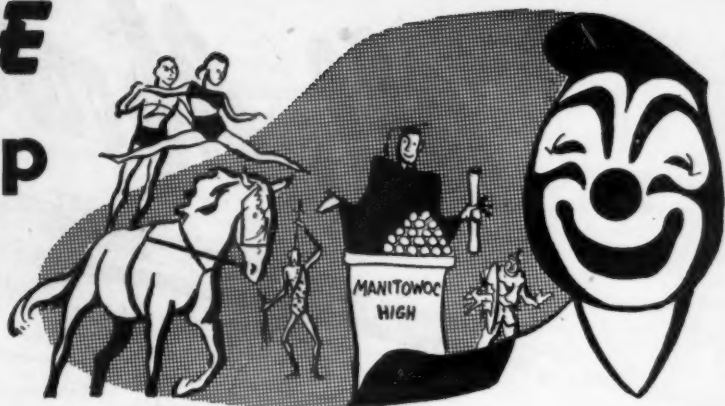
By William A. Lydgate

Cosmopolitan, August, 1947

Remember the white-coated anesthetist who soothingly told you, "Now breathe deeply . . ." after they'd put you on the operating table to have your appendix removed? And remember how embarrassed you felt, after the operation, when they laughingly told you that, as you were "going under," you'd imagined you were chasing a kangaroo through the zoo?

You needn't have felt embarrassed. Many people behave queerly under anesthesia. Patients have been known to imagine they were flies climbing up the wall, that they were great opera singers, that they were trying to play slide trombones in telephone booths. Such antics are part of the second stage of anesthesia, during which the patient loses all reason and control of his muscles. This period lasts only a few seconds. In the third stage the patient is completely relaxed and ready for the operation.

Administering good anesthesia calls for skill and training. There are many different kinds of drugs, and the anesthetist must know which one will best suit the operation and the patient. Many advances have been made recently in finding drugs and developing techniques for using them. Leading men in the field want to educate the public to demand the best techniques possible.



All Aboard



for the Freedom Train!



American Heritage
Foundation seal

There has never been anything quite like it.

"It" is the Freedom Train, and it's coming to your town, or close to it, amid more advance planning and fanfare than all of Barnum and Bailey's circus press agents ever dreamed of.

The Freedom Train is a seven-car railroad train which has a precious load of documents on board — original letters, treaties, and drafts which are the most treasured records of our American history. Highlights of the train's displays will be the original drafts of the Constitution and the Declaration of Independence. The Mayflower Compact and Roger Williams' Statement of Religious Freedom, among many other papers, will record America's fight for freedom during colonial times. And the surrender documents of World War II will show how that struggle for life, liberty, and the pursuit of happiness has continued to the present day.

Headed for 300 Cities

Because its contents are so valuable, the Freedom Train's visit to your community will be the once-in-a-lifetime chance to see these hundred documents. Because this is a time when freedom and democratic rights are far from secure throughout the world, the Freedom Train will serve to make every American more aware of his privileges and responsibilities.

The train starts a 33,000-mile journey this week, and will be on the road for a year, visiting more than 300 cities throughout the country. Its first stop

is Philadelphia. There, on September 17-18-19, at the historic site which witnessed so much of our Revolutionary history in the making, the Freedom Train will be one of the highlights of the 160th anniversary celebration of the birth of the U. S. Constitution.

Dramatizing Our Heritage

The red-white-and-blue Freedom Train has behind it months of planning by hundreds of men and women. The project was set in motion last December by Attorney General Tom C. Clark. As chief law enforcement officer of the United States, the Attorney General expressed his concern over the "general unrest" throughout the country. At a White House meeting he told a group of businessmen, labor leaders, executives in advertising, motion pictures, newspapers and magazines, and many others, that some way should be found to "instill in the hearts of our countrymen a pride in our achievements, a loyalty to our institutions, and a broader appreciation of the American heritage."

Following this meeting, the American Heritage Foundation was organized. The Foundation, financed and directed by private individuals, took it upon itself to set the Freedom Train on its way to rededicate 140,000,000 Americans to our American democratic principles.

The Freedom Train is only the highlight, the center-ring act, of a much broader program. As you will learn in your classrooms, your newspapers, and

on your favorite radio programs, this week is the beginning of a Year of Rededication. The purpose of the Year of Rededication is best described in a statement by Thomas D'Arcy Brophy, advertising executive who is president of the American Heritage Foundation.

"Most of us prefer to describe ourselves as just plain 'good Americans,' and let it go at that," says Mr. Brophy. "For the average busy person, this is a handy way to put together a self-portrait . . . the words are simple, they sound well, and they can be rattled off without much time or thought. Besides, there is something soothing about a catch-phrase. It's pleasant to repeat, over and over, that one is a 'good American.' But it's meaningless until we prove it.

"The Time is Now"

"Today we Americans have a strange and urgent choice. We can pay lip-service to our blood-stained, heroic heritage and hope that our liberties don't slip away in the process. Or we can, here and now, resolve that our dearly-bought freedoms shall never sicken and fail for lack of care. If ours is the latter course, then the time is now to set about the task."

In your own community the Year of Rededication will be narrowed down to a Week of Rededication, the seven days before the arrival of the Freedom Train. The week will include special events emphasizing participation by

different groups in the community. There will be days for veterans, industry, labor, schools, women, and interfaith organizations. School Day will, of course, be your special day. Your teachers and principal, with your help, will plan projects to show the special part played in our democracy by 26,000,000 school pupils.

American Heritage Foundation officials point out that 3,500 high school newspapers can do a wonderfully effective job for the Freedom Train and for Rededication Week. Perhaps your school paper can put out a special issue to welcome the train. Your various clubs can all participate, too. Your Art Club can design school decorations for Rededication Week, for instance. And the Photography Club can "cover" the arrival of the Freedom Train.

It's Your Job, Too

Many schools are already planning year-round participation for the Year of Rededication. *Senior Scholastic* is taking an active part, too. Our Democracy series starts in this issue on page 14. In addition, you will be able to read more about the Freedom Train and the documents on board in future issues. The route of the train will be published at regular intervals so that you can see when the Freedom Train is scheduled to reach your vicinity.

In future articles in *Senior Scholastic* you will be able to read some of the fascinating stories connected with the Freedom Train's documents. Not all of them are as weighty as the drafting of the Constitution, however. There is a letter addressed to President Abraham Lincoln from the King of Siam, for instance. In a beautifully written letter, King Mongkut offered to send elephants to the United States so that they could breed here and then be used to "travel through uncleared woods and matted jungles, where no carriage and cart roads have yet been made."



How Well Does It Fit You?

Dorman Smith and many other cartoonists are pushing their talented pens for Freedom Train

Coming Your Way

Here are the cities which the Freedom Train will visit during the next month:

Philadelphia—Sept. 17-18-19.
In New Jersey—Atlantic City, Sept. 20; Trenton, Sept. 21; Elizabeth, Sept. 23; Paterson, Sept. 24.
In New York—New York City (Manhattan), Sept. 25-26; Brooklyn, Sept. 27; Queens, Sept. 28; Van Nest (Bronx) Sept. 30.
In Connecticut—Stamford, Oct. 1; Bridgeport, Oct. 2; Waterbury, Oct. 3; Hartford, Oct. 4; New Haven, Oct. 5; New London, Oct. 7.
Providence, Rhode Island—Oct. 8.
In Massachusetts—Worcester, Oct. 9; Lynn, Oct. 10; Boston, Oct. 11-12.
In Vermont—Rutland, Oct. 13; Burlington, Oct. 15; Montpelier, Oct. 16.

After this the Freedom Train goes to New Hampshire, northern Massachusetts, and Maine (Oct.); down through Massachusetts and through New York, into Pennsylvania, Delaware, Maryland, the District of Columbia, and Virginia (Nov.). You can read the day-by-day route of the Freedom Train in coming issues of *Senior Scholastic*.

President Lincoln declined the offer with regret, because "our political jurisdiction does not reach a latitude so low as to favor the multiplication of the elephant."

A visit to the Freedom Train itself will be the climax of Rededication Week. The train will make one-day stops except in a few large cities, but it can accommodate 1,200 visitors an hour. The documents are housed in three specially-built railroad cars. Twenty tons of steel were welded into the inner and outer walls of the cars to make them tamper-proof and shock-proof.

The documents themselves are encased in plastic so that no accident can mar them. Four thousand square feet of a new type of lucite plastic are used to cover the documents. This new plastic will absorb ultra-violet rays and preserve the irreplaceable papers. The plastic will not obscure your view of the documents, because it is clearer than glass. And the plastic is so strong that it would require a 100-pound ball traveling at 50 miles an hour to pierce it.

Clear Track for Freedom

No railroad journey was ever undertaken with more care. Ninety-four railroad companies are cooperating to see that the Freedom Train rolls over their tracks without a hitch. Three Pullman cars are attached to the train to house the staff of thirty on board, and a special baggage car will hold the extra equipment necessary for the long journey. Twenty-four armed guards will travel with the train to keep constant watch on the documents.

And as it travels through the 48 states, the Freedom Train will set off the alarm bell in every American's mind, reminding him that liberty and freedom are not gifts. As the hundreds of precious documents show, the American heritage is ours only because others contributed their thoughts, their actions, and their lives to it.



Joe Palooka, a "real good guy" to millions, is excited about the Freedom Train and is doing his part.



“‘HUNT AND PECK’
is not the easy way
to type!”

says NORMAN SAKSVIG



Authority on typing technique says that with the “touch” system, anyone can quickly acquire “useful” typing speed. Read his added suggestions below.



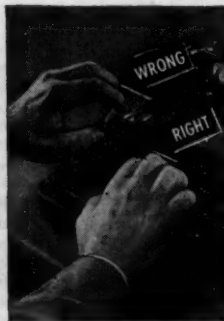
POSTURE is important. Sit erect, feet flat, to acquire comfortable balance and avoid fatigue.



FINGERS should curve as shown, with wrists and arms relaxed. Tap keys briskly... finger action *only*.



PIVOT fingers from the “home” positions to strike keys with proper fingers... then return “home”.



“**HUG THE KEYS.**” says Saksvig—eliminate arm or wrist action, keep fingers *close* to keys.



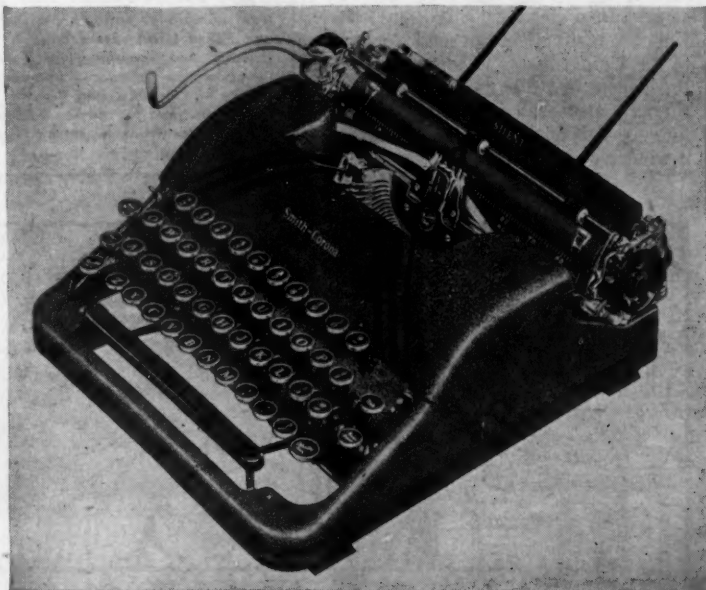
ALL YOU NEED: Typewriter, instruction book, touch typing chart (with exercise on back)—then go ahead!

Correct typing is *really* easy on a Smith-Corona Portable!

The first successful portable, Smith-Corona has more “know-how” behind it than any other portable typewriter. You’ll find that out when you test its easy action, try out its time-saving features, and discover its long-lived economy. Full 84-character keyboard, same size as on office typewriters.

Equip yourself with a Smith-Corona, learn the easy “touch system”—and take your portable along with you, wherever you have writing work to do. See it at your dealer’s.

SMITH-CORONA
PORTABLE TYPEWRITERS



L C SMITH & CORONA TYPEWRITERS INC. SYRACUSE 1 N Y Makers also of famous Smith-Corona Office Typewriters, Adding Machines, Vivid Duplicators and Typebar Brand Ribbons and Carbons

THE Seminole Indian boy was trapped. He sat naked on an old wall of coral rock deep in the bowels of the swamp where coral rock had no business to be. If a trail had once been cut through the Everglades to here, it had long ago been gulped up by stark cypress, scrub oak, fierce green water hemp and mud. The rocks were joined by white man's mortar, and were built into two ramps that came together to form the corner of a house.

Maybe the white man had been building one day, and it had happened to him just as it was waiting now to happen to Sammy Osceola. Down there on the ground, watching each move he made, was strong and vicious death with ravenous jaws that would devour his flesh and crack and crunch his bones.

He wiped the mosquitoes out of his eyes. He folded his arms across his knees, put his head on them and wanted to cry. He hadn't cried for three years, not since he was thirteen. He didn't cry now.

The rock was cutting into his flesh. He shifted and raised his head. It was a hundred feet to the edge of the river, and the river was a hundred-foot width of dead-still, black water. His canoe was on the other side, chin on bank.

Canoe was sleeping. Canoe didn't hurt from the rocks. Canoe wasn't hungry; he had Sammy Osceola's bread and cheese in his belly.

Thoughtfully Sammy wiped the mosquitoes off his chest and shoulders. He was imprisoned on the coral rock, but he was not afraid. He was biggest boy in his home camp, bigger than young Joe Cypress, even.

His mother had said, "You bring back that bull 'gator, Sammy Osceola. You get Black Bull, and you're plenty man." Like that she said it, Sammy Osceola's mother.

That was yesterday. At sunup time he had paddled away from the water-circled hummock on which stood his mother's *chikee*, her house. He was going to capture Black Bull and take him alive to the commercial camp and win the job of 'gator boy. The white tourists would come there to watch him wrestle the big 'gators and charm them into sleep. They would throw money down to him in the pit, lots of money.

It had taken many hours to reach Still Swamp, and he had thought about little except Black Bull, the legendary twelve-foot alligator too wise to be caught by even the best hunters. It was midnight when he sent canoe into the flyer that was said to lead to the big 'gator's territory.

He watched the oceans of saw grass in the moonlight until their white breakers passed astern, and then the jungle began on both sides. First the man-



By Zachary Blair

The swamp could spell sudden death for Sammy... or it could make him a hero.

Gator Boy

grove appeared, then the bay of cypress, building higher, tumbling in closer, becoming darker and more sinister. The solid water path before him was as black and shiny as a crow's breast, and the moon lay round and hard on it. When canoe shattered the moon's image, flashing pieces of light rode to shore on the wake.

Steadily in breathing, Sammy Osceola worked his paddle, moving through two murderous worlds — one under the water floor and one along the whispering shores. Here life was to the fleet and to the ferocious. The struggle was merciless and unceasing; death struck swift and smooth as a whip. Sammy Osceola knew all these things, and the knowledge awed and pleased him.

His battery head lamp's beam caught an eel attacking a cloud of minnows. The eel slithered out of the light and didn't come back. Insects whirled in, and there was the instant splash and slap of big bass. He moved the beam. A huge, soft-shelled turtle came drifting up from under a mass of lily roots, saw the canoe shadow, and disappeared in a floating waddle. Sammy Osceola flicked off his head lamp.

Furious life roamed deep up in the shore world, too. It crouched high on a

cypress limb; coiled in a palmetto crotch; moved on padded feet over the timeless forest mold.

Sammy Osceola pulled the slick water past him with his paddle. He listened to the songs of the swamp blending the two worlds; millions of tree frogs making a tiny, bell tinkling; great, stern, bank frogs hammering a gonging below; an owl, high over the water, trying to imitate the frogs below; the sad calling of the chuckwill's widow. And last, a cry that was choppy and frayed, putting a thin edge to the other music.

Sammy Osceola smiled. That was the bitters — his bird of good luck. He listened eagerly. Twice more it came, a sure good omen. Excitement began jumping so hard in him that he could feel it at the top of his belly.

Now was the time to begin the hunt.

He circled his mouth with his hands and sent out the 'gator call. "N-u-n-g-h . . . N-u-n-g-h." He listened. Nothing. He sent again. "N-u-n-g-h . . . N-u-n-g-h."

He got an answer, moved canoe for the right bank, and drifted. He listened, waited, then pushed along to a bare bank spot. The 'gators should be in the dark places, right there. He saw them but the width of their slide going down

into the water told him that they were not what he wanted. The slide was slick and bright in the moonlight, but of a size for three or four-footers. He put his light onto a tangle of growth. Four, five pairs of eyes, but not wide enough apart, none of them, Four-footers.

Sammy Osceola would take nothing under ten feet tonight.

He went on, watching, listening and calling, "N-u-n-g-h . . . N-u-n-g-h." Here centuries lay crumbled and forgotten; here the swamp never quit its ageless singing; moving with all the patience of his people, Sammy Osceola sought to shoulder his manhood. . . .

The white man at the Alligator Farm near Miami had not been able to decide between Sammy Osceola and Joe Cypress for 'gator boy. He wanted to be fair. They both showed him what they could do; he still couldn't decide. So it was Sammy Osceola, in his eagerness, who said he would go into the swamp and bring back a big 'gator, a ten-footer, and give that for the job. Joe Cypress said he would bring a bigger 'gator any day than Sammy Osceola. The white man agreed to settle that way. They had till noon Thursday to get their 'gators to the farm for measuring.

Already, this quick, it was Tuesday.

DEEP in the swamp, daylight didn't come as it did outside. It formed on everything, white, and so heavy at first it seemed almost as if it could be scraped off with a hunting knife. It was like that now, and Sammy Osceola still hadn't seen a 'gator over six feet.

He was sitting quietly against the left bank when he heard the thrashing on the other side. At first he thought it was a fight, but no viciousness came into the sound, and then he knew. A mother 'gator had laid her eggs, and was covering her nest mound. He saw her swing her tail; she was a big one.

He stripped off his clothes; then, with his light capture rope around his waist, he slid noiselessly into the clear, black water, took a deep breath and went under. Two minutes later, without a surface ripple, he came up behind a shield of overhang on the right bank, moved along to the 'gator slide and peered over. There was the new nest mound, partly covered, but the mother was gone.

He climbed out and stood on the bank, letting the water drain from him, and it was then that he saw the coral walls. They were in what had once been a large clearing but now was healed almost shut. The sun had bleached the coral white.

The two ramps came together to form a peak ten or twelve feet above the ground. A hawk had made her nest here and he could see her tail sticking

out. He clapped his hands together; she flew up and away. He smiled. He walked all around the mass of rock; this was certainly a strange thing to see in the very bottom of Still Swamp.

He was coming around the right flank of wall on the way back to canoe when he heard the noise in the undergrowth between him and the river. He held still for an instant. It wasn't deer or bear. He ran for the water, but it was too late. He knew he couldn't make it even before he saw the charging massive-shouldered king boar that weighed not less than four hundred pounds.

Sammy Osceola had only twenty-five feet to go, but the boar was cutting him off, coming at him, fast. He spun for the wall, and another boar was coming at him from there.

There was no time for thinking. Instinctively, he ran to the right, toward a thin growth of cypress surrounding a huge fallen log. He jumped for the log and stopped. Here heavy tangle blocked his path.

They were at the log, trying to get over. He could see the tips of their snouts over the top. The snouts disappeared and he could hear them, each going for an end of the log to come around after him. He waited. When they were on this side and coming at him, heads down, tusks gleaming, he went up and back over the log. He ran for the wall with all the speed his legs could give, and scaled the ramp with both boars slashing at his heels.

They tried to follow. One of them made it up a few feet, only to slide back.

SAMMY OSCEOLA hunkered down and watched their mad ferociousness. Again and again they made running climbs, only to give up finally and walk back and forth, eying him.

Like others he had doubted hunters' tales about the two wild killer boars of Still Swamp, although white hunters who set out after them had sometimes returned without part of their dog pack. Once, even, two of the men never came out of the swamp.

He could believe the tales now. There they were. Two king boars that no panther, no bear, no living swamp thing would dare attack. Their long, tall muscular bodies stood on powerful stub legs that took them through rough country and brush faster than deer. Their shoulders bulged with humps, layers of cartilage that would stop any bullet under a .30-.30, and ten-inch tusks curved up out of their lower jaws.

Sammy Osceola waited for a chance to make his next move, but it was some minutes before his attackers found the 'gator nest. When they were crunching the eggs, he worked his way down the

ramp which was farthest from them. His foot touched the ground. He could hear them still grunting and gorging. He ran to the other ramp, keeping the wall between him and the boars. From there would be the shortest run to the river. He rounded the end of it.

One boar was waiting for him. The other was on his way at a run.

Sammy Osceola scrambled up the ramp, and again they began their ravaging efforts at climbing after him. When they gave up, they stood silent and motionless, snouts pointed down, watching him through the tops of their wicked heads. The fact that they didn't go directly back to the eggs bore out part of the hunters' tales—this pair killed for food when they were hungry, and killed all the time for lust.

NIGHT had taken most of the mosquito torture out of the swamp, but now heat blossomed in the humidity, and by noon it caved in through the top of the jungle and smashed everything with its weight. The boars took to the undergrowth, never relaxing their vigil.

Three times more Sammy Osceola tried to get his feet on the ground to make a run for the river, and three times the boars lunged out of their swamp pockets, forcing him to scurry back up the hot, cutting rock.

The day boiled away, one minute at a time. The rock tortured his flesh; the sun heat pounded inside and outside his head.

He lay stretched out, wet, face on arms, the stones throbbing under him, the silent swamp pouring its soggy breath over him.

The hawk flew over.

The sun had crawled in under the skin of his back and was cooking him. His capture rope was cutting into his waist. He took it off, used it to wipe his eyes. He coiled it tight, put it down and laid his face on it.

The hawk dropped out of the top of the tall cypress and sailed over her nest again. She was a red-shoulder. Probably she wouldn't settle on her nest all day.

He put his face back down on his rope and lay looking at canoe. If he could have one mouthful of the black water canoe was resting in, that would be good.

One of the hogs grunted, and moved to a spot closer to the wall. Sammy Osceola became angry. He would like to drop a noose around the boar's neck and choke him dead. He knew he couldn't, though. There was nothing to tie the rope to. The boar would take the rope, or he'd pull Sammy Osceola off the wall.

(Continued on page 24)



BOY dates GIRL

HAPPY NEW YEAR!

No, our calendar isn't scrambled. But we know that the beginning of the new school year is the most important beginning you'll have to tussle with in the coming months. Now is the time that you're making your big resolutions and hoping your biggest hopes.

You're resolving: To go out for at least one school activity besides the Photography Club this year; to learn how to talk to girls as easily as "Swish" Cramer does; to pull up your English grades to at least a B. You hope yours will be the phone number the boys memorize. Or that yours is the name the girls think of first when they make out party lists. You want to be known as a *someone worth knowing*. In short, you want to be a success. And you have a lot of questions about *how* you get to be a success. This page is dedicated to furnishing the *here's how*.

Q. *I don't think girls are such a problem. I get along with them fine — once I know them. But this summer my family moved to Iowa, and I'm starting off this year at a new school. Now, I'd like to know what's considered "the proper way" of getting acquainted with girls. I can't see myself just barging up to the dreamy kid who sits across from me in geometry class and saying, "How's about going to the Sophomore Shuffle with me?" What do the smooth boys do in a case like mine?*

A. There sits Sally Sackett — as lovely a lady as you ever hope to see struggle with an isosceles triangle. And right across the aisle you sit, eager to let The Sackett know you'd gladly bisect all the angles in the book for her.

You've been around enough to know the loud whistle of approval isn't apt to boost your stock. Nor can you throw your geometry book in her path and hope she'll trip into your arms. And

you can't quite hear yourself saying aloud, "I adore the way your nose is too short and your eyes are so bright, and I'd like to take you on a trip to Hudson Bay as soon as I finish high school." Neither can you walk up to Sally with a portfolio of testimonials from old buddies and friends of the family — proving what a Good Joe you are. What to do?

The first step is to get yourself introduced. Ask Danny Mack, the boy who lives next door to you, or one of the boys you met at football tryouts, to introduce you formally to Sally. Or if that procedure seems a little stiff to you, it's quite correct for you to introduce yourself. Arm yourself with a little information about Sally to keep that first conversation lively. You've seen her practicing with the cheerleading squad. The *Clearwater Courier* tells you she's an active member of the dramatics club. And, don't forget, you have geometry in common.

After class some day, step up and say, "I'm Sandy McClellan. I hear you're the girl who can tell me about getting into the Players. I did some work with stage lighting at Brockport High last year, and I'd like to do some more." Or, "I saw you rehearsing cheers last night. Where can I get a copy of the cheers you use at Clearwater High?"

Once you've established a speaking acquaintance, you're set. After the next geometry class, Sally will probably offer some such comradely comment as, "That's a scorching assignment Miss Putter has given us for tomorrow, isn't it!" If she doesn't say it, you can. (Sally will agree.) And what could be a more natural follow-up to this exchange of words than for you to suggest that you both take in a coke after school — to brace yourselves for the evening's struggle with math. A casual date such as this will give Sally a chance to sell herself on you before you spring that invite to the big dance.

When you do pop the dance ques-

tion, you may not get a "love to" answer. But even if Sally says no, don't low-rate yourself and figure you're a social loss. After all, there are lads in your geometry class who played "cops-and-robbers" with Sally long before you came on the scene. And if Sally's the girl you think she is, don't be surprised if one of the cops-and-robbers boys already has her signed up for this dance. There'll be other dances.

Meantime don't make the mistake of thinking Sally Sackett is the *only* girl at Clearwater High. You like to look at her in geometry class, but you don't have much proof that she's the gal you want to take to Hudson Bay. Can she keep a conversation rolling? Is she a good sport on a picnic? Is she considerate of a fellow's wallet? Until you find out, don't cross all the other girls off your list. And don't stay away from the Sophomore Shuffle just because Sally has previous plans. How about that little redhead in your history class? You'll rate higher in Sally's eyes if she sees other girls *having a wonderful time* with you.

Q. *My parents are very strict about letting me date. What seems unfair is that they don't even know most of the boys who ask me out. What can I do?*

A. See that your parents *do* get to know your friends. Tell them about the wonderful speech Tad made in assembly and about Ray's after-school job at the filling station. Give them a full report of Betsy's party — who was there, the games you played, etc. When Skeets comes to take you to the movies, don't whisk him out of the house before Mom and Pop get a look at him. Introduce him, and spend fifteen minutes or so chatting with the family before you go. If you give your parents an opportunity to meet your friends and to see their good points, they'll have more confidence in you and in the boys who take you out.

If you have questions of general interest, similar to these, which you'd like answered on this page, send them to Gay Head, Scholastic Magazines, 220 East 42nd Street, New York 17, N. Y. Please do not ask for personal answers by letter; please do not enclose postage stamps.

by Gay Head

Giant Bomber

GRAB your bean shooters, friends. There are giants on the loose—N. Y. Giants. And they're tearing through the land murdering little baseballs.

Yes, sir, the 1947 Giants own the greatest collection of sluggers in baseball history. When the last bat is laid to rest on October 1, the Giants will have broken the all-time record for home runs (182). And they will be the first team in history to boast five men who hit 20 or more homers during the season.

Johnny Mize, Willard Marshall, Walker Cooper, and Bobby Thomson chalked up their 20th homers long ago, while Bill Rigney has only a few to go.

As you'd expect, the Giants take great pride in their ability to bust 'em. I know from personal experience. I visited the team one morning, and saw them put on a wonderful display of atomic power. Every time I looked up I saw a baseball disappearing over a fence.

After shaking hands with Manager Mel Ott, I plumped down on the bench next to one of his coaches, Hank Gowdy. The dugout was full of Giants getting ready to take the field.

"All right, gang," said Mel, "let's go." And out they went.

Mel then turned to Red Kress, another coach. "Hey, Red, do your stuff."

Red, grinning, picked up two baseballs, stuffed another in his hip pocket, and walked out to the mound. Although Red was a shortstop in his playing days, he is now the Giants' favorite batting practice pitcher.

Red began tossing 'em in fast and straight, and the batters began knocking 'em back faster and straighter. One after another, they trudged happily to the plate. For if there's anything a player loves better than his batting licks, it could only be his mother.

When Johnny Mize came to bat, the players on the bench leaned forward a little. Johnny is the home run king of the big time, and he commands reverent attention every time he bats. The theme song is: "I've got Mize on you."

A big, powerful guy with blacksmith arms, Johnny stands up straight at the plate. There's no twitching of body or swishing of bat. He just stands there

motionless. The ball comes—he swings easily—and the ball disappears.

As Johnny came back to the dugout, Gowdy teased him with: "Not bad, Jawn. We'll make a hitter out of you yet."

While Mize is the big gun of the Giants, Bobby Thomson is easily the favorite. You can't help liking him—he's so clean-cut and good-natured. He frolics around like a big puppy, obviously enjoying his ball playing.

Bobby is the rookie (first-year man) most experts believe has the best chance of becoming a hall-of-fame great. He already owns an all-time record—for the most home runs hit by a rookie.

As Bobby stepped to the plate, Gowdy nudged me: "Watch this kid hit." I didn't stay to watch. I grabbed the *Scholastic Magazines* cameraman and went right out to the plate.

I set the photographer up about 20 feet away and we took motion pictures of Bobby's swing. It was a beauty. Bobby bats just like Joe Di Maggio. He takes a very wide stance and holds his bat well away from the body, cocked behind his ear. He then takes a short step into the ball and meets it with terrific wrist action.

Just look at the pictures and you'll see what I mean.

After the batters had taken their licks, Manager Mel set up an infield and started batting the ball around.

By this time I was in the middle of a discussion about rules with Hank Gowdy. Hank, a great catcher in his day, was the first big-leaguer to enlist in World War I. He is a very friendly sort of guy who will talk baseball at the drop of an eyebrow.

While he chatted with me, his eyes never left the diamond. He kept turning my attention to interesting things on the field.

"Look at that Gordon," he'd suddenly say. "The guy owns a rifle for an arm." Or, "Watch Buddy (Kerr) make the pivot at second. He sure can get rid of the ball fast."

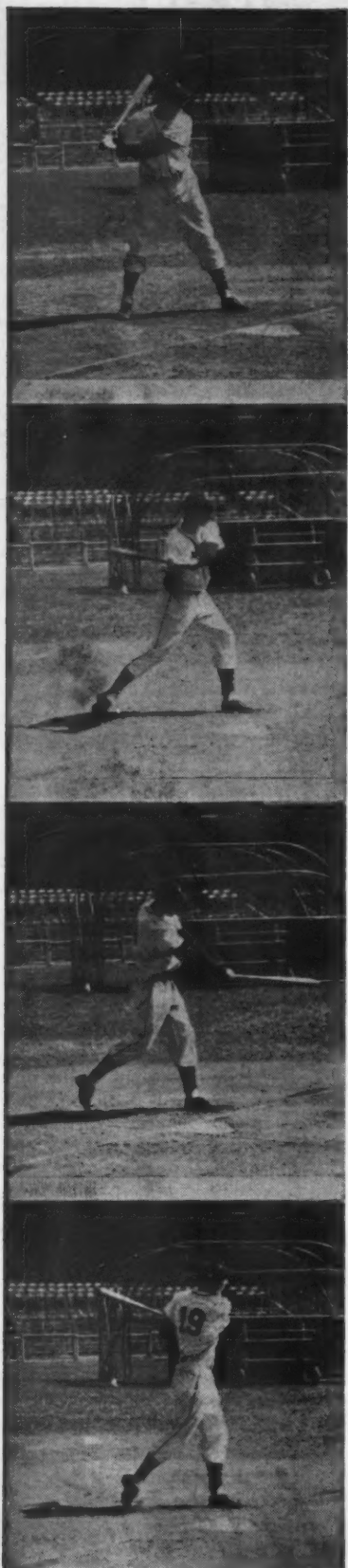
It was all very exciting and informative. Before leaving, I had a chat with Bobby Thomson and Sid Gordon, got their autographs for a Giant-fan reader of mine, Gene (Illinois) Du Bow; and had my picture snapped between Babe Young (now with Cincinnati) and Buddy Kerr.

I end on a note of tragedy—that snapshot was murdered in the dark room.

—HERMAN L. MASIN, *Sports Editor*

Here is the cruellest "cut" of all—to Giant opponents. The "cutter" is Bobby Thomson, sensational rookie home-run hitter of the N. Y. Giants.

(Scholastic Magazines photographs)



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'Gator Boy

(Continued)

The hawk eggs scratched at his mind, so he thought about them for a while. Doing this, his fingers loosened a piece of the old mortar and worked out a small hunk of coral.

He sat up with the rock in his hand. There was that anger again when he looked down at the nearest hog. He stood up to throw the rock at him. Sammy Osceola could knock a squirrel off a high limb with a rock. But now he didn't throw.

He ran his gaze along the top of the wall, went halfway down the ramp, and once more measured the distance to the river's edge. Then he picked a spot on the forest mold, way back from the water, and he threw the rock.

Neither of the boars went rushing at the noise. The one that was hid in the brush came out, sauntered in that direction, then went back out of sight. The other one stood up, hung its snout, and looked at Indian boy.

A knot came into Sammy Osceola's throat. He went back up to his place and carefully lay down again. With his arm hanging over the wall, he idly fingered out another piece of mortar.

When he had it rubbed to powder between his fingers, he knew what it was about the hawk eggs. He looked for the red-shouldered hen. She was watching from the same cypress. She wouldn't settle on her nest until after dark. Sammy Osceola glanced at the sky. He would have to work fast.

He examined the mortar all along the wall. He worked a long time, and finally dug out a piece of coral the size of his fist. About half-way down the other ramp he found a coral knob that would weight twenty pounds, maybe more.

The boars had followed under him. He set to work on the knob, using his small rock as hammer. Crumbs of mortar fell. His hammering and his movements whetted the boars, and they paced or stood with their hoofs against the wall and slavered.

Day was going fast when he had the big rock free and settled in a crevice in the wall. He sat resting. His throat was lined with hot sand, and the length of his body ached. The hawk swooped in and out, making dives on her nest. At last she landed on the edge of the nest, listened into the dusk, then stepped in and sat, quiet as the stones.

SAMMY OSCEOLA began moving toward the hawk, one ripple of muscle at a time. Mosquitoes covered him like sweat. Night had brought no coolness to his burned skin, and the coral hurt

him more than anything had ever hurt him before. But nothing touched the inexorable patience that was his heritage. Just one muscle at a time he moved.

Moontime was getting close. He watched the top of the forest and soon the moon was ready to climb up and stand, warning the hawk. One of the boars began scratching himself against the wall. The hawk stirred uneasily, and Sammy Osceola had to wait until she quieted. Then his hand shot out and held her to the nest until he could get her by the leg.

He held her by both legs, letting her flutter occasionally for the hogs. When the moon was high enough for him to see plainly, he moved down to where his big rock rested in the crevice.

The boars followed anxiously, keeping close to the wall. He tied his capture rope to the hawk's legs and began lowering her. She was in a frenzy flying against the rope, flapping, scraping her wings against the rock. It set the hogs to chomping and quarreling fiercely at each other. He lowered his bait until she was just out of their reach, secured the rope in the crevice, and picked up his big rock.

BOTH hogs were on their hind legs, trying for the bird. He aimed at the one directly in line with the crevice and dropped his rock at the wet snout and shining tar-bubble eyes. It smashed full on the boar's head, and the boar went down screaming. The screaming tapered to squeals, to weak panting, to nothing. The other boar had backed off, but now it came at the hawk again, and that was when Sammy Osceola dropped off the wall on the back side.

He could hear the hog tearing through the brush after him when he cut the water; then deep coolness and the sweet feel of safety held him. He swam near the bottom. Almost lazily he stroked until he could look up and see the bottom of canoe; then he came up into the air, let his sore fingers reach for the smooth, rounded edge, and climbed in.

The boar was on the other bank, tall and ugly, still looking out stupidly at the water. Sammy Osceola reached for the rifle. The hawk began plunging and flapping again and when the boar started for her, Sammy Osceola pulled the trigger. The report shook the night until the sound was lost in distance. The hog was on its side, death jerking at his stub legs.

Sammy Osceola put his rifle down and reached for his food. As he ate he became very unhappy. He was no man. He was only Indian boy, foolish Indian boy to get himself chased onto rock by hogs and lose his hunting time. Very foolish boy business. Now all the hunt-

ing time he had left was maybe one hour, no more.

The food and canteen water hurt his throat. He thought of Joe Cypress. Joe Cypress might be back at the 'gator farm right now with his ten-footer. The white missionary used to tell the Seminole boys: "Be good sport. Be good loser. If you lose, be a man and take the winner's hand and shake it."

SAMMY OSCEOLA jammed his food sack down under the canvas and put his clothes on fast. His mouth was tight. He grabbed his paddle, and did not feel the heat in his skin or the soreness of his fingers or the mosquito welts. He would take Joe Cypress by the hand, all right. He would shake the hand, and then he would lead Joe Cypress over and show him Black Bull. He'd show him the biggest 'gator Joe Cypress had ever seen.

He paddled swiftly to the other bank. His bullet had entered the boar's neck from the right side, and blasted away the opposite jaw. The other boar was very dead from the rock. He hurriedly untied the hawk and gave her to the sky.

He slid canoe up the river making his "N-u-n-g-h . . . N-u-n-g-h." After his second call, he heard a slight noise that took him shoreward.

He sat quiet, then snapped on his light and saw a huge frog attempting to swallow a baby alligator. He turned off his light, let his eyes sharpen, and caught another movement among the lily pads. Two eye humps surfaced. There was waiting, ominous and quiet, then a loud plop of big jaws, and the frog was gone. He quickly thumbed his light, but the 'gator was no more than six foot.

He drifted, watching for slides, drumming out calls, listening for jaws over frog or crayfish, keeping lookout for 'gator caves. They dug their caves with their snouts and their forefeet under the overhang of a bank where water growth made a shield.

"N-u-n-g-h . . . N-u-n-g-h." He was very deep in the great swamp. "N-u-n-g-h . . . N-u-n-g-h." His hour was gone. The moon was now high and white and crisp. There was much tiredness in Sammy Osceola, but he went on. "N-u-n-g-h . . . N-u-n-g-h . . . N-u-n-g-h."

Then another voice from straight ahead: "N-U-N-G-H."

The sound stunned him. His chest pounded wildly. He answered. It belled back at him—the biggest, mightiest 'gator voice Indian boy had ever heard.

"N-U-N-G-H."

The choppy shrill of his bitter was
(Concluded on page 32)

Martin AIR MEMO

Facts on the Air Age

by The Glenn L. Martin Company, Baltimore 3, Maryland

Air Taxi Service . . . Regular helicopter service is now available between Boston airport and a downtown Boston office building. The charge for the trip is \$3 and takes only three minutes as compared with 30 to 40 minutes by automobile. Martin is also entering the helicopter field with study and development in its Rotawings Division.



Average Airline Pilot . . . According to CAA's Aviation Medical Service, the average airline pilot is 32 years old, weighs 165 pounds, is 5 ft. 10 in. tall, and has logged 4,859 hours of flying time. In 1946 he averaged 63 hours of flying time per month . . . 37 during the day and 26 at night.



Looking for Cold Weather . . . To thoroughly test a new thermal anti-icing system under actual flight conditions, a Martin 2-0-2 was sent to Minnesota to hunt for cold weather. Flying in the cold layers of air north of Minneapolis, the engineers and CAA representatives were able to choose varying types of icing conditions for their experiments. The system which involves passing heated air through the wing and tail assembly proved successful . . . the experiments were acclaimed by aviation experts as a big step forward in all-weather flying.



CAA Approves Martin 2-0-2 . . . First airliner ever to complete the CAA's exhaustive 17,000 mile accelerated service test, the new 280 m. p. h. Martin 2-0-2 has been approved for airline service. Delivery of the first of Northwest Airlines' fleet of Martin 2-0-2's has been made. Deliveries to other leading North and South American airlines are set for the near future. Air travelers everywhere will soon enjoy new speed, comfort and dependability—thanks to the Martin 2-0-2!



Newest Jet Bomber . . . The high-speed, long-range XB-48 was built by Martin for the Army Air Forces. Powered by six jet engines, it is the largest multi-jet conventional plane yet constructed. The XB-48 also pioneers a new bicycle type landing gear developed by Martin for high-speed aircraft.



Well Done . . . The performance of the scheduled domestic airlines, which carried 12,238,785 passengers 5,947,046,742 passenger miles during 1946, was equivalent to picking up the entire population of New York City, Yonkers, Newark and Jersey City and landing them in Chicago.



Increases Airline Profits . . . Carrying 36 to 40 passengers and needing only 19 to break even (by ATA formula), the twin-engine Martin 2-0-2 enables airline operators to make up to seven times as much profit as the older 21-passenger equipment which require (by ATA formula) 17 passengers to break even.



Seeing Is Believing . . . Many postwar aircraft, such as the Martin 2-0-2 and 3-0-3, are equipped with reversible pitch propellers which enables the planes to back up when necessary. One plane so equipped landed at an unsuspecting airport and became involved in taxiing difficulties. The pilot called the control tower to ask permission to back up. After a long pause, a skeptical voice on the radio said, "Any aircraft on this field that can back up is hereby granted permission to do so." It did.

Going Up . . . 235 Miles . . . Rocketry is one of the more advanced research projects of the Martin Company. Now under construction is the Neptune, first of ten experimental rockets, 45 feet long, capable of flights to 235 miles above the earth's surface. These huge rockets, being built by Martin for the Navy, are the first all-American long-range missiles of supersonic speeds.

Martin

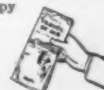
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WEAREVER

Salesmanship: Six Million Jobs

If you had your choice of careers, would you choose *salesmanship*? If that question were to be asked in your school, the chances are that only one boy out of 20 and only one girl out of every 50 would answer *yes*. That was the score in the latest Institute of Student Opinion poll, conducted by *Scholastic Magazines* among 73,141 high school students throughout the United States.

Yet salesmanship is the lifeblood of American business. More than six million men and women earn their living in this country as salesmen. The 169,792 eating places employ one-half million people, many of whom are salesmen. The 387,000 grocery stores each give work to one or more salesmen. The 200,000 retail service stations employ 400,000 workers, mostly salesmen.

In your community shopping center many workers are selling goods—groceries, clothing, drugs, hardware, lumber, automobiles, furniture, houses, insurance, stocks and bonds, etc.

Some do direct sales work from house to house, selling everything from vegetables to vacuum cleaners. Other salesmen work in wholesale houses selling goods—fruits, vegetables, clothing, furniture, etc.—to the owners of retail stores.

Because there are so many types of goods and services to sell, salesmanship offers a wide variety of opportunities for work for many *more* young people than those who have indicated an interest in it. Every community needs salesmen—dozens, hundreds, or thousands of them—both men and women, young and old.

Saleswork

Many stores in your shopping center employ high school students for after school, Saturdays, and vacation work. Grocery stores, hardware stores, electrical shops, candy stores, dime stores, and many others regularly employ part-time clerks. Restaurants and drugstore lunch counters hire part-time help. Most service stations and garages employ one or more high school boys.

These jobs frequently lead to full-time employment when students finish school. Experienced full-time salesmen sometimes start their own independent businesses.

Sales jobs differ widely in their requirements, but all selling jobs have

some things in common: (1) approach the customer in a friendly manner; (2) find out and sell him what he wants; (3) show him enough merchandise to give him a fair chance of making a choice, but not so much that he is confused; (4) try, with sincerity, to answer any questions that the customer may have on the merchandise; (5) use tact and courtesy.

Most saleswork is inside work and stores are usually clean, light, and airy. Workers are on duty from 40 to 48 or more hours a week. Some stores stay open one or more evenings a week and give their workers equal time off in the daytime.

In addition to selling goods to the customer, salesmen frequently have many other duties. They unpack, inspect, and put price tags on incoming merchandise. They clean and restock the shelves, decorate the store windows, and plan advertising campaigns in the newspapers and through handbills. They help store owners keep records of sales, records for the Government (on which sales and income taxes are paid), and make inventories of the goods on hand.

Personal Qualifications

1. **Good personal appearance** is important for all salesmen. Many stores stress good grooming and the wearing of appropriate clothes.

2. **Good health** is essential. Saleswork in most stores requires long hours on your feet. Physical vigor also is needed to meet the public successfully.

3. **Courtesy** pays big dividends when you work with people. A salesman must be alert, competent, friendly, and enthusiastic. He must try to remember customers' names, to be helpful at all times, to listen carefully to what they say, and to wear his best manners every day.

4. **A command of good English** and a pleasing voice often contribute to sales success.

Wages for beginners range from \$10 to \$30 a week, depending on the number of hours, type of work, and the location and type of store. Experienced salespeople sometimes make one hundred or more dollars a week. Earnings may be on a salary, on a salary-plus-commission, or on solely a commission basis.

*Some day I'm
going to fly
one of those!*

Thousands of young fellows all over America are making that promise to themselves right now. They do more than just dream about it—they're planning years in advance of the day when they get their big chance to roar into the air. They know that by enlisting in the Army Air Forces they get the training, experience and confidence that comes from having the full picture of progress in the air.

There's no better way to prepare yourself for a future in aviation than to join the organization which is doing *today* what the rest of the world will be doing *tomorrow*.

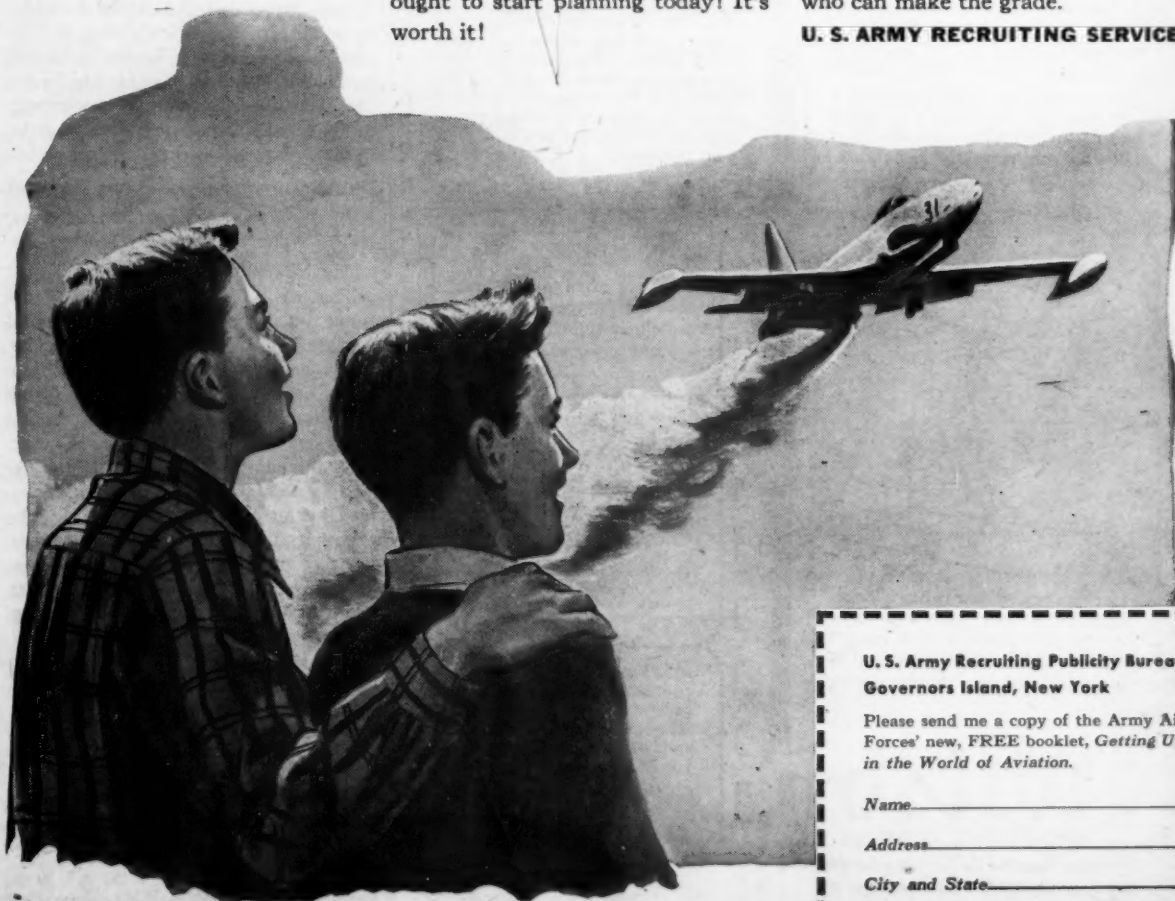
You have to be good to get into the Air Forces. They take only the best—keen, rugged, ambitious young men who can meet high standards of physical co-ordination and intelligence. If you're that kind, the Air Forces can use you. And, boy, you ought to start planning today! It's worth it!

After graduation from high school, if you're 18 (17 with parents' consent), you'll be able to apply for enlistment in the Air Forces. If you're accepted, you'll be in on the ground floor with the outfit that leads the field in new things for aviation. You'll see how research and experiment produce the miracles that have made aeronautical science the fastest-moving of them all.

You'll know jet propulsion, rocket techniques, supersonic problems—you'll be at home with the amazing equipment it takes to keep the AAF out in front. And you'll draw the highest pay in Air Forces history while you're working and learning.

If you're interested in knowing more about the new Regular Army Air Forces, fill out and mail the attached coupon for the new, **FREE** booklet, *Getting Up in the World of Aviation*. It will give you the facts—and a chance to look over the fascinating jobs available to the man who can make the grade.

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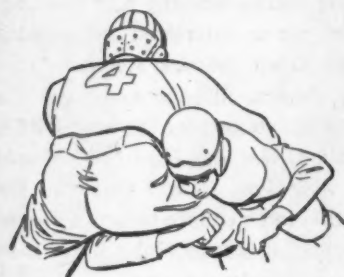
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Wilson Sports Say

by *Charley Trippi*



For example, here's a picture of a typical holding penalty, right out of the movie. It's a common violation carrying a 15-yard penalty if executed by the offense, a 5-yard assessment and automatic first down if committed by the defense.



Here's a brand new ruling! "Football-by-the-Code" shows you how to properly signal a "fair catch." Notice the hand *must* be waved to the side. Failure to do this draws a 5-yard penalty.

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Hey, fellas! How'd you like to get in some chalk talk and see a movie at the same time? Good. Then you'll want to catch this new film "Football-by-the-Code." It's a 30-minute, quick-moving job, showing the fine points of the latest football rules and play situations—and it's endorsed by your State High School Athletic Association.



Another violation involves the illegal position of the offensive ends. This picture shows the right end neither on the line of scrimmage nor the required one yard behind it. Penalty: loss of 5 yards and ineligibility of the end as a pass receiver.

Ask your coach to arrange a showing for your team. He can obtain the film through any one of these means:

Executive Officer, State High School Athletic Association.

The National Federation of State High School Athletic Associations, 7 South Dearborn Street, Chicago, Illinois.

The Official Sports Film Service, 7 South Dearborn Street, Chicago, Illinois.

P.S. Remember, this film is endorsed by the National Federation of State High School Athletic Associations and I'd certainly recommend your seeing it!

C. T.

*Film jointly sponsored by Wilson Sporting Goods Co. and General Mills

Charley Trippi is retained as a member of the Wilson Advisory Staff.



✓✓✓ Tops, don't miss. ✓✓✓ Worthwhile.
✓✓✓ Save your money.

BEFORE we plunge into reviewing the fall's new films, here's a quick "brush-up" on the summer's best. The following films are our nominations for some of the brightest entertainment.

✓✓✓ **GREAT EXPECTATIONS** (Cineguild. Produced by Ronald Neame. Directed by David Lean.)

Here is one of the best screen adaptations of a Dickens novel that we have ever seen. We confess that Dickens' plots (particularly this one) are occasionally too melodramatic and implausible for our taste. But for capturing the mood and vivid characterizations that make Dickens' novels memorable, this British film can't be excelled. As you may recall, this is the dramatic story of Pip, an orphan, who is left money and property by an unknown benefactor. Anthony Wager, who plays the part of hero Pip as a young boy, is the finest child actor we've seen in several years.

✓✓✓ **MIRACLE ON 34TH STREET** (20th Century-Fox. Produced by William Perlberg. Directed by George Seaton.)

This is a heart-warming comedy about a delightful old gentleman with a white beard (Edmund Gwenn) who thinks he is Santa Claus. Even those crusty characters among you, who thought you were "wise" to the Santa Claus legend in the first grade, may leave this film with your faith restored. And in our language, that's a miracle. In Director Seaton's language, a miracle means Macy's department store is so overcome with Christmas spirit that it begins advising customers to go to Gimbels and other stores where they can get a better buy. And it means a young lawyer (John Payne) actually proves in a state court that the genial, old man is Santa Claus. For all its gaiety, the film employs sound logic.

✓✓✓ **GREEN FOR DANGER** (Individual. Produced by Frank Launder and Sidney Gilliat. Directed by Sidney Gilliat.)

This British mystery film, set in a hospital, is notable for the presence of one of the most intriguing detectives

IT'S WILSON TODAY IN SPORTS EQUIPMENT

ever to stalk across a screen. Inspector Cockrill (Alastair Sim) is a welcome relief from the deadpan-daredevil formula that has been worn to a frazzle by the Bogart-Ladd school of acting. The inspector is a delightfully vain and posturing fellow who makes no attempt to conceal his relish of the suspense his presence creates.

✓ **THE BACHELOR AND THE BOBBY-SOXER** (RKO. Produced by Dore Schary. Directed by Irving Reis.)

You can imagine what happens when a determined and heartstrong bobby-soxer (Shirley Temple) decides an eligible and sophisticated bachelor (Cary Grant) is her knight in shining armor. Add to this the bobby-soxer's older sister (Myrna Loy), a judge who sentences the bachelor to furnishing escort service for the kid sister until she recovers from her infatuation. It sounds like a formula for breezy comedy — and is.

✓ **THE GHOST AND MRS. MUIR** (20th Century-Fox. Produced by Fred Kohlmar. Directed by Joseph Mankiewicz.)

This is one of your favorite light-mystery novels come to screen. It's the story of a widow who falls in love with a dead sea captain. Rex Harrison is the very salty captain. Gene Tierney is the lady who has to choose between him and an earthly lover (George Sanders).

✓ **DEAR RUTH** (Paramount. Produced by Paul Jones. Directed by William Russell.)

Dear Ruth is based on the lively Broadway comedy (by Norman Krasna) about a teen-aged girl who is bent on making her family contribute to the war effort. The family begins to take Miriam (Mona Freeman) seriously when she signs up her father to be a donor at the blood bank. On the side, Miriam has been engaged in such patriotic activities as writing to servicemen, using the name and picture of her sister Ruth (Joan Caulfield). Comic complications set in when a handsome Air Corps lieutenant (William Holden) turns up expecting to marry Ruth.

✓ **WELCOME STRANGER** (Paramount. Produced by Sol C. Siegel. Directed by Elliott Nugent.)

In this pleasant film Bing Crosby and Barry Fitzgerald turn country doctors. Young Doc Bing goes to a small town, rubs old Doc Fitz the wrong way, and then makes the old doc warm up to him after all. Bing has four new songs: *My Heart Is a Hobo*, *As Long as I'm Dreaming*, *Make Mine Country Style*, and *Smile Right Back at the Sun*.

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Rainy? Drizzling? Then set up your camera indoors.

Use flood lamps (the way professionals do)—and make table-top pictures. Or try indoor shots of the family, friends, parties. It's easy when you know things like:

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2. If you have only one lamp, place a mirror or sheet opposite it to reflect the light back into the shadows.
3. Turn to page 44 of Ansco's book, "Better Photography Made Easy." (Your dealer has a copy for you.) There you'll find an exposure table for flood lamps.

And on page 45 of the same book, there's more dope on flood lamps. (Size of lamp to use—distance—etc.)

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60 pages of pictures, examples, suggestions. The fun way to increase your skill with a camera. Just 25¢ at your nearest dealer's.

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Best. ## Good. # Save Your Money.

Latch onto a new needle and set that turntable spinning. Because here's our list of the best recordings we've heard this summer. The state of your allowance will determine how many of these you'll want to add to your own record collection, but all we have listed are worth a listen.

If you aren't already a "Sharps and Flats" fan, here's how we conduct our column. In every issue (except this one in which we'll try to bring you up to date on the summer's best) we will give you a brief description and rating of current recordings.

We listen to as many records as we can, and we listen to all kinds of music—jazz, swing, folk music, symphony, etc. We judge a pop ballad as a pop ballad and a concerto as a concerto. To earn our ### rating, a recording must measure up in three respects. It must be good music—original, interesting, and worth hearing more than once. It must be given a good performance. And, finally, it must be well recorded. This means that the best tune of the year could lose out on our top rating if an orchestra gave it a poor performance.

Naturally, you won't always agree with our ratings. When you don't, let us know. We like to know your reactions; they keep us on our toes.

In addition to our record reviews, whenever there is space we will try to have feature stories on your favorite band leaders, ballad singers, composers, and other music makers.

Best of the Summer

VOCAL

S'posin' and Celia (Musicraft). Erskine Butterfield.

One For My Baby and A Little Kiss Each Morning (Musicraft). Mel Torme.

Passing By and I'm So Right Tonight (Capitol). Jo Stafford.

Made for Each Other and Thrill Me (Signature). Monica Lewis.

A Sunday Kind of Love and That's My Desire (Decca). Ella Fitzgerald.

I Have But One Heart and Ain'tcha Ever Comin' Back, Almost Like Being in Love and There but for You Go I (Columbia). Frank Sinatra.

Tea for Two and My Romance (Columbia). Dinah Shore and Frank Sinatra.

I Wish I Didn't Love You So and I'm So Right Tonight, Ask Anyone Who Knows and Poppa, Don't Preach to Me (Columbia). Dinah Shore.

Things (I'll Remember You By) (Black and White). Bob Hayward.

I'm Through with Love and Lover Man, Everything I Have Is Yours and Body and Soul (Musicraft). Sarah Vaughn.

SWING

Come In Out of the Rain and Can You Look Me in the Eyes (Capitol). King Cole Trio.

Walkin' My Baby Back Home and Heartbreakin' (Victor). Page Cavanaugh Trio.

Dream Street and I'm So Lonesome I Could Cry (M-G-M). Buddy Weed Trio.

We Knew It All the Time and There's Them That Do (Capitol). Bobby Sherwood.

Don't Tell Me and Every So Often (Columbia). Les Brown.

We Knew It All the Time and Would You Believe Me, There's a Small Hotel and I Get the Blues When It Rains, Just Plain Love and You're Not So Easy to Forget (Columbia). Claude Thornhill.

JAZZ

All the Things You Are, Dizzy Atmosphere, A Hand Fulla Gimme, Groovin' High, Blue'n Boogie, Hot House, Ray's Idea, and He Beeped When He Shoulda Bopped (Musicraft album). Dizzy Gillespie.

Overture to a Jam Session, Beautiful Indians, Jam-a-Ditty, Sultry Sunset, Flippant Flurry, and Golden Feather (Musicraft album). Duke Ellington.

CLASSICAL

Handel's *Concerti Grossi* (Columbia—three albums). Busch Chamber Players conducted by Adolf Busch.

Tchaikovsky's *Serenade for Strings* (Columbia album). Philadelphia Orchestra conducted by Eugene Ormandy.

Borodin's *On the Steppes of Central Asia* (Columbia). Philharmonic Orchestra conducted by Constant Lambert.

Mozart's *Quartet No. 2 in E-Flat for Piano and Strings* (Columbia album). Budapest String Quartet with George Szell, piano.

Brahms' *Sonata in F Minor* (Victor album). William Primrose, viola, with William Kapell, piano.

Schubert's *Symphony No. 9* (Columbia album). N. Y. Philharmonic-Symphony Orchestra conducted by Bruno Walter.

Verdi's *La Traviata* (Columbia—two albums containing complete opera). Soloists, chorus, and orchestra of Rome Opera House. Conducted by Vincenzo Bellezza.

Bach's *Suites No. 2 and No. 3* (Victor album). Boston Symphony Orchestra conducted by Serge Koussevitsky.

"PEEWEE'S" TIP SINKS RIVAL'S SHIP

ANOTHER JIM WISE REAL-LIFE SPORTS STORY



I'LL LET YOU IN ON A SECRET, PEWEWE... BZZZ, BZZZ!

GOSH, THE WHOLE TEAM OUGHTA KNOW THAT!

THE DAY OF THE BIG MEET, THE "WHITES" ARE IN FOR A SURPRISE...

HEY! WE'RE SURE TAKING A BEATING FROM THOSE "BLUES"!

AW, WE JUST NEED TO GET STARTED!

BETTER NOT WAIT TILL THE MEET'S OVER, FELLAS!



WHAT JIM WISE TOLD JACK:

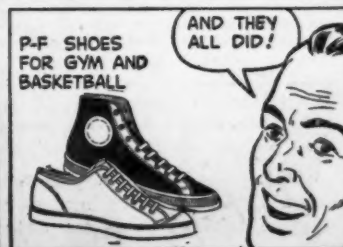
HERE'S WHY "P-F" GIVES YOU MORE STAYING POWER AND PEP FOR ATHLETIC GAMES:

1. THIS RIGID WEDGE KEEPS THE BONES OF THE FOOT IN THEIR NATURAL, NORMAL POSITION.
2. THIS SPONGE RUBBER CUSHION ASSURES COMFORT FOR THE SENSITIVE AREA OF THE FOOT.

"P-F" MEANS POSTURE FOUNDATION... A PATENTED FEATURE FOUND ONLY IN CANVAS SHOES MADE BY B.F. Goodrich AND HOOD RUBBER CO.



* TRADE MARK



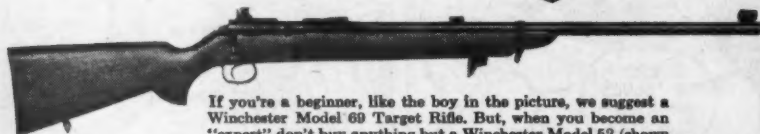


Choice of your rifle is important. You have to perfect your aiming, holding and trigger squeeze... and JUST AS IMPORTANT, you have to shoot the *right* cartridge.

It's true that all cartridges consist of 4 parts: case, bullet, powder charge and primer. But—and it's a BIG BUT, after you fire, it's the accurate bullet flight between rifle and targets that counts.

That's why Coaches will tell you shooters the country over prefer Xpert 22's. They're accurate and yet economical in price. Obtain Western Xpert 22's from your regular source of supply. They are being supplied as rapidly as possible. Western Cartridge Co., East Alton, Illinois, Division of Olin Industries, Inc.

For "plinking" as well as practice, shoot Xperts. They're non-corrosive, smokeless, clean.



If you're a beginner, like the boy in the picture, we suggest a Winchester Model 69 Target Rifle. But, when you become an "expert" don't buy anything but a Winchester Model 62 (shown above). Its accuracy and dependability have made it the undisputed leader of the small bore target rifles attested by its 28-year leadership in State, National and International Matches.

Western
WORLD CHAMPION AMMUNITION



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Write for a new, FREE, illustrated booklet, telling how to have fun shooting a rifle... how to shoot straight... how to win a Ranger Shooting Emblem for your jacket. Start your own rifle club. Mail the coupon for your free copy today. No obligation.



SPORTSMEN'S SERVICE BUREAU—Dept. 8-SS-C—Sporting Arms & Ammunition Manufacturers' Institute, 343 Lexington Avenue, New York 16, New York
Send me free copy of rifle shooting booklet. (Please print.)

NAME _____

STREET & NUMBER _____

CITY _____

STATE _____

'Gator Boy

(Concluded)

heard once and then only Sammy Osceola and Black Bull were in the white jungle night.

Closer and closer, like a shadow, sounding 'gator talk, he came to that answering rumble. He could feel painful heartbeats from his throat to his toes. Relentlessly he watched water and shore, but there was no motion, no ripple, no bulging eye mounds. Canoe was scarcely moving when he sighted the great wet slide. It was of a size for only such a one as Black Bull.

"N-U-N-G-H."

The voice throbbed against Sammy Osceola's ear like the sound of a huge drum. Somewhere right ahead, in that blackest patch of quivering silence, was Black Bull.

Sammy Osceola eased his breathing, and snapped on the light. Against the bank lay a motionless hulk of unbelievable width and length, with great distance between the eye slits. Off went light beam; out of clothes, then out of canoe went Sammy Osceola.

Black Bull saw him coming. There was a heavy grunt, flop of tail, and noise of 'gator making for safety. But he was not fast enough. Seminole boy swam under him, put loop of capture rope on foreleg and pulled it tight. There was alligator explosion like Indian boy had never experienced.

Swift battle, fierce grunts, smash of tail on water, on bank. Slapping, slashing, twisting, rolling, thudding, panting.

Noose on other front leg... Don't be tired... Oh please, arms... Legs... Don't be tired... Look out for tail... Now... There... Noose over jaws... Good... Now, back leg... Careful... Careful... Now...

He rolled over on his back beside the dark, trussed, bent shape of the mighty 'gator; his tiredness sobbing through him, he waited for strength to come and cool him.

When the hurting was gone from his chest, he reached over and patted the upturned, scaly belly. He got up, stood waistdeep in the water by canoe, and ate bread and cheese and drank from his canteen. The jungle was loud with its clanking and drumming, and he listened to everything with great happiness.

After he had rolled 'gator down the bank and into canoe, there was no room for him to sit except on 'gator. The hide hurt through his pants like the coral. The bitterness called. He grinned.

Sammy Osceola, Seminole man, set paddle for home.

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Say What? You Please!

... and that's what we mean! This letters column, a regular feature of all editions of *Scholastic Magazines*, is open to opinion on any subject and criticism of any kind, brickbats or orchids. We want to know *what's on your mind*. Other readers do, too. Address Letters Editor, *Scholastic Magazines*, 220 East 42nd St., New York 17, N. Y.—*The Editors*.

Here at our school we find much enjoyment in reading your magazine. Each week a student in our class acts as teacher and quizzes us on the contents of this great little magazine. I believe that of all the wonderful articles "Boy dates Girl" rates highest with us.

Sylvia Christian
Leo School
Grahill, Indiana

I am getting fed up with radio sponsors. The longest word ever spoken is the one that follows the expression, "And now a short word from our sponsor..."

I realize that advertisements keep radio going, but why are seven minutes

out of every fifteen devoted to the marvels of writing under water with a pen that won't leak?

Unless one does his correspondence in the bathtub, who cares?

Why didn't we, in the beginning, adopt the English system where there is no advertising done on the air, and programs are supported by a radio tax? Am I the only person who would rather pay a little money than listen to the life history of an aspirin?

He'len Maunsell
West High School
Minneapolis, Minn.

I have just been looking over last spring's "Jam Session" in which your readers voted for their favorites in music. How could anyone today, with all the opportunities of hearing good jazz, vote for Tommy Dorsey's *Boogie Woogie* and *Bumble Boogie* as the best jazz records of the year? Anyone who is musically minded could tell you that these choices are surely not rated as

jazz. True jazz is unarranged, extemporaneous, non-commercial music, played by a group of musicians for their own enjoyment. It's not that "tripe" Tommy Dorsey "plays." This goes to show that the majority of kids today don't know the difference between swing and jazz.

Brad White
Ardsley (N. Y.) High School

Why doesn't your "Following the Films" editor review more foreign films? It seems to me that seeing movies which were produced abroad is one of the best ways we have of coming to understand other nations.

Casey Carr
San Diego, California

Until just recently foreign films were shown in very few theaters in this country. Since there is not space to review every movie that is released, our Film Editor usually selects those that the most students will have an opportunity to see. However, right now foreign films (particularly British) are beginning to get wider circulation. We're glad to know of your interest in foreign productions, and our Film Editor will keep you posted whenever he sees a worthwhile foreign film that will be widely distributed.—*The Editors*.

CHANGING COURTS - - a series by Du Pont

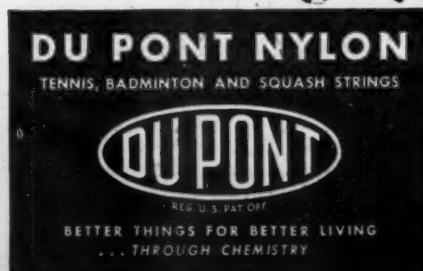


A rainstorm was a major catastrophe to tennis enthusiasts of the "Gay Nineties." Heavy showers turned common dirt or clay courts into a sea of mud, sidelined players for days...

... Today courts that dry very rapidly have been developed, made with compositions of cork, asphalt, slate, granite and many other materials. Most are playable within one or two hours after rain.

Today's change for the better...

You'll find great satisfaction in playing with Du Pont nylon tennis strings. They're strong and resilient and stand up under constant use and don't fray or split. Ask for nylon strings in your next racket or restringing job. E. I. du Pont de Nemours & Co. (Inc.), Plastic Department, Room 509, Arlington, N. J.



When purchasing your racket, look for this tag

Strung with
DU PONT - nylon

- UNHARMED BY MOISTURE
- STRONG AND RESILIENT
- LONG LASTING
- DOES NOT FRAY
- SINGLE FILAMENT

Nice to Know

The junior member of a firm of Boston lawyers went to New York to consult a client. When he arrived he found he had unaccountably forgotten the client's name. He telegraphed his partner, "What is our client's name?"

The answer came: "Jones, Joseph H. Yours is Kent, Jasper T."

Weichman-Examiner

HANDY HELPER'S

What's built around a bit of air?
What stops a loose-leaf, ring-hole tear?
What keeps the pages nice and neat
And guarantees the set's complete?

JINGLE QUIZ No 10



Dannison
GUMMED REINFORCEMENTS
At Stationery Departments Everywhere

BLEMISHES

TRY THIS TESTED WAY TO HELP
RELIEVE BLACKHEADS AND
EXTERNALLY CAUSED PIMPLES

Want a clear smooth complexion again? Then cleanse face with Cuticura Soap as directed, next smooth on creamy, pleasant Cuticura Ointment. Results may surprise you! Recommended by many nurses. At all druggists. Buy today!



FRAGRANT-MILDLY MEDICATED
CUTICURA
SOAP & OINTMENT

BOYS-IT'S FREE!

Send today for new book about
"ATOMIC ENERGY"
and "The Wonders of Chemistry"

Also shows how to amaze friends with Chemcraft magic and do many exciting home experiments.

The Porter Chemical Co., 39 Prospect Ave., Hagerstown, Md.



WHO IS YOUR BEST Friend Sweetheart?



Wear the Ever-Popular
14K GOLD FINISH
Friendship Pin
Enc. 35c (with this ad)

We will ENGRAVE your name and his (her) FREE

TASH NOVELTY ENGRAVING CO.
1301 SURF AVE., Dept. SM-30, BROOKLYN 34, N.Y.



The Druggist Kindly Requests . . .

Advertising wasn't always as aggressive and unabashed as it is today. Some 50 years ago the following ad appeared in an American newspaper: "The public is kindly requested to buy this tooth powder, the 'Universal Whitener.' It is neither better nor cheaper than most of the others in my store . . . but I think it is just as good as any of them, and I particularly recommend it because it is made by my nephew, who is a very deserving young man and hopes to be married soon on the strength of it."

National Parent-Teacher

Hold it, Driver!

The driver of the Washington, D. C. Health Department Ambulance No. 7 is under instructions never to tell a patient his name. His name is Joseph St. Peter.

Washington Post

Beast, Bird, or Fruit?

A young couple who were touring Florida took a great liking for the fruit called guava. In fact they liked it so much that they ordered a box shipped to their home. It didn't come for a long time. They inquired anxiously at the express office. Finally they went away on an automobile trip and forgot about it. When they returned they found a note from the express office.

The note read: "Your guava has arrived. We think he is dead."

The Smart Traveler

Not Just What He Had in Mind

Peter Lind Hayes, the comedian, asked Burl Ives, who sings ballads about the outdoors, if he knew where he could get an apartment.

Ives replied: "Apartment? Boy, you're getting soft. Why don't you live out in the open air, let old Mother Nature cover you with a blanket of stars and have the blue firmament above as a roof?"

"Frankly," said Hayes, "I had in mind something a bit smaller."

David Gordon, Coronet

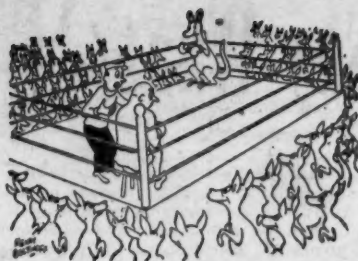
Ever Constant, Ever True

A famous European king greatly admired a beautiful court lady. One day he asked her age. She replied, "Your majesty, I am 25."

Five years later he again put the same question to her. She again replied "Your majesty, I am 25."

"See here," said the king, "you told me that five years ago."

"Certainly," she said. "I am not one



The Saturday Evening Post

"It won't be any cinch tonight. The crowd seems to be against us!"

of those ladies who say one thing one day and another the next."

Townsend National Weekly

Now Are You Satisfied?

"Half the City Council Are Crooks," was the glaring headline. A retraction in full was demanded of the editor under penalty of arrest. Next afternoon the heading read, "Half the City Council Aren't Crooks."

Cosgrove's Magazine

A Grave Question

One of the most famous critical reviews of all time was the one done by an editor of the *Rising Sun*, an Indiana newspaper. The occasion was the opening night of a local performance of *Hamlet*. The criticism ran something like this:

"Among scholars there has long been a dispute as to whether the works attributed to Shakespeare were written by Shakespeare or by Bacon. The editor of this paper has hit upon a satisfactory way of settling for all time this ancient question. Let the tombs of both be opened. The one who turned over in his grave last night was the author of *Hamlet*!"

Irvin S. Cobb, Encore

Momentous Step

Jimmy Durante: "You should see my livin' room! What a luxurious carpet. When you step on it you sink down six feet."

Garry Moore: "How come?"

Jimmy Durante: "No floor."

Jimmy Durante-Garry Moore Show, CBS



Collier's

Sally? Sure, Tom, she's always home!

Want to take a gal's mind off her books?

You're human. Sure you do! So, to *your* line why not add part of *our* line?

Our "Back to School" specials in real Scots plaids, vigorous stripes, or pluperfect foulards. Nice for classwork. Nice for lasswork.

Yes, they tie with a fine, full knot.



ARROW

"Back to School"
Ties \$1⁰⁰ + \$1⁵⁰

Look for the Arrow Trade-mark





Color Photograph by John Paul Pennebaker

on every Campus—Coast to Coast
it's Sheaffer's that are wanted most!

SHEAFFER'S THREESOMES

"TRIUMPH" pen for personalized character writing—for putting you on paper. 16 different points of 14-K gold to select from.

STRATOWRITER, the most dependable ball-tip writing instrument—for permanent notes in red, green or blue—for making carbons, addressing packages.

FINELINE pencil—for figuring, jotting notes, memos, sketching, and erasable writing. Its patented Sleeve-Tip reduces lead breakage.

Skrip, America's favorite writing fluid—12 colors, 4 permanent, 8 washable. Don't just write it—*Skrip* it in your school colors! Regular size, 25c. School size, 15c.

Illustrated, Sentinel Deluxe Threesome for Men, \$30.00; no federal tax.

SHEAFFER'S

Copyright 1947, W. A. Sheaffer Pen Co.

Fine Line Leads! thick or thin, for all mechanical pencils. Smoother, stronger, grit-free! Available in Black, Blue, Red, Green and Indelible. Flip-top economy package, 25c. School size, 15c.

LISTEN EVERY SUNDAY to SHEAFFER'S PARADE with Carmen Cavallaro—NBC Complete Network: 2 P.M. East. Standard Time; 3 P.M. East. Daylight Time
LISTEN EVERY SATURDAY to SHEAFFER'S ADVENTURERS CLUB—CBS Complete Network: 10:30 A.M. East. Standard Time: 11:30 A.M. East. Daylight Time

SCHOLASTIC

Teacher

EDITION

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Practical English

SEPTEMBER 15, 1947



CORRECT SPEECH

WRITING ABILITY

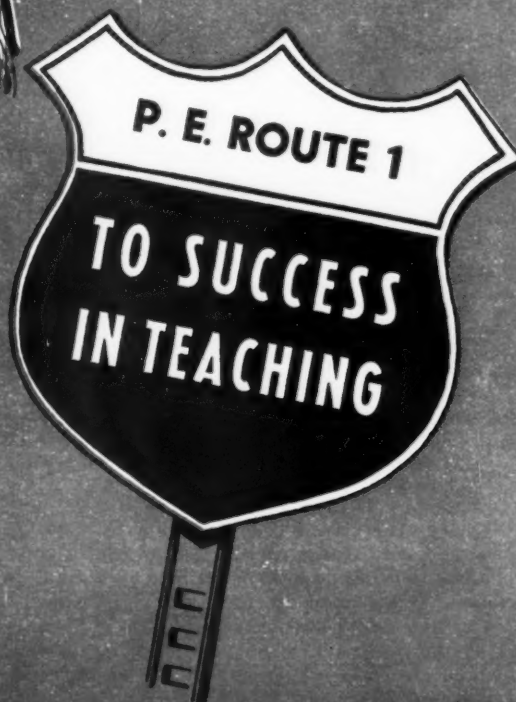
READING SKILL

LISTENING "KNOW-HOW"

BUSINESS AND OFFICE PRACTICE

STRAIGHT THINKING

PERSONAL AND VOCATIONAL GUIDANCE



What Teachers Say About *Practical English**

Dear Teacher:

With this issue, *Practical English* begins its second year of publication. Hundreds of the country's ablest English teachers helped to plan this classroom magazine. Its editorial content is based on their lists of suggestions for teaching correct English in everyday situations.

Last spring we asked the teachers using *P. E.* to answer a detailed questionnaire and tell us what they and their students thought of the new magazine at the end of its first year.

The survey indicates that *Practical English* is meeting a long-felt need for a classroom magazine which teaches the correct use of everyday English. *P. E.* is being used extensively in the lower grades of academic high schools, throughout the English departments of commercial high schools, and in classrooms where there is a need for highly motivated material with strong student appeal.

Our National Advisory Board met with our staff in May and studied the results of the teacher survey. Together we planned the 1947-48 editorial program. National Advisory Board members attending were: Miss Beatrice Hodgins, Supervisor of English, Vocational High School Division, New York City; Miss Marcella Lawler, High School Supervisor, State of Washington; Dr. William H. Wood, Head of English Department, Evanston (Ill.) Township High School; and Dr. Vernal H. Carmichael, Editor, *National Business Education Quarterly*.

We hope that you will consider *Practical English* for use in your classroom. We believe you will find it invaluable in your teaching.

Cordially yours,

THE EDITORS

*All quotes used on this page are spontaneous, unsolicited comments from teachers who have used the magazine in their classrooms. Originals on file.

From Academic High Schools

"One of my pupils recently stated, 'The only way I can get any English through my head is by reading *Practical English*!'" B.C., Groveton, N. H.

"I especially appreciate the style of writing in the magazine. It is modern and up-to-date. Many students tell me that their parents ask them to be sure to bring the magazine home as they enjoy it. I find that the students read every article." M.F., North Webster, Ind.

"We wish to congratulate you on an out-of-the-ordinarily fine publication. It has helped us in our ninth grade composition and grammar drills." Sr. M.H., Richmond, Va.

"This magazine has really been the backbone of the course for a slow group of seniors. It has served as a springboard for much interesting and helpful work." E.M.H., Scotch Plains, N.J.

"I hail *Practical English* with delight because it is so useful for the non-literary course I teach to repeating tenth graders. No text I have seen gives so much good, up-to-date practice and correction in letter writing." M.E.S., Glen Ellyn, Ill.

"After a year I feel that my students excel other classes in their knowledge of the kind of English they will need in later life. Their work with *Practical English* has fitted them for the kinds of work they will do." M.G., Gonzales, Calif.

"Our students need to receive encouragement to right living, to courageous endeavor, and to unselfish enterprise. Time and again during the past year my students looked up from their latest edition of *Practical English* with pleased surprise. Something I had just been discussing with them was on the printed page before their very eyes!" E.R.H., Tacoma, Wash.

From Commercial Depts. and Vocational High Schools

"I like your editorial policy and so do my students. I can get more good classroom discussion from it! My students feel that English isn't so dull now." M.L.A., Chicago, Ill.

"This is one of the best teaching aids I have ever seen. The students nearly always ask for permission to read more than the assigned portion of every issue." R.B.D., Greensboro, N. C.

"My students have been most enthusiastic about this paper. The manner of presentation is excellent; for instance, the article on salesmanship in which examples were given on how a student presents the material in poor English. My pupils laughed but they recognized themselves and they really want to improve. Boys and girls want to learn but they don't see why it must be painful, and neither do I." M.B.B., Hazelton, Ind.

"*Practical English* is made-to-order for supplementary work in typing and shorthand classes." E.S., New York, N. Y.

"*Practical English* is popular and regularly read. I have made a large scrapbook from it, using all you published on letters, grammar sections, editorials, *Boys dates Girl*, vocational guidance, and the major articles. The scrap book is widely used." S.S., Tallahassee, Fla.

"This is an excellent magazine to use in a Business English class. Both the students and teachers enjoy it very much." E.V.E., Dunsmuir, Calif.

How Practical English Helps Meet Your English Goals

Teaching Goals for English Classes

How Practical English helps you to accomplish these goals

1. *To improve reading abilities (Speed and comprehension); to teach student how to get information from printed page.*

- Regular series of planned articles on reading techniques; exercises to test and to increase reading comprehension and speed.
- Four articles on how to use materials in the library: dictionary, reference books, Reader's Guide, biographical sources, and library catalogue.
- Exercises in using maps, charts, etc.

2. *To encourage interest in wide reading in order to broaden student's horizon.*

- A short story in every issue.
- Features on how to read newspapers, choose magazines.
- Magazine Round-Up.
- Book reviews.

3. *To improve writing ability of student.*

- Articles on how to write a theme, take notes, write reports, outline, write directions and explanations, and take a written test.
- Weekly feature, "Letter Perfect," giving practice in business and social letter writing; monthly "Letter Perfect" contests.

4. *To improve student's knowledge of grammar and to explain why it is important.*

- Weekly two-page *workbook* section with crossword puzzles, and other devices "with a purpose," tailored to replace routine drill exercises in grammar, capitalization, punctuation, sentence and paragraph structure, vocabulary, and English usage.
- "Slim Syntax," a regular feature, answering student's questions on grammar, usage, punctuation, pronunciation, word meanings, etc.

5. *To increase ability to listen with understanding for information or entertainment.*

- Major articles on listening to reports, telephoning.
- Articles on how to choose and evaluate radio programs.

6. *To improve speaking ability and to explain why correct English is important.*

- Major articles on social conversation, story telling, anecdotes, organizing the class as a club, selling your ideas to other people, giving reports, assembly programs, oral and written directions, and explanations.

7. *To give students a basic knowledge of BUSINESS AND OFFICE PRACTICE.*

- Major articles on good business practices, salesmanship, leadership, etc.
- "Letter Perfect" columns on writing business letters.
- Articles on using telephone, writing telegrams, etc.

8. *To encourage straight thinking and critical evaluation.*

- *Learn to Think Straight* feature offers guidance in elementary logic in such problems as propaganda analysis and logical reasoning.
- *Critical Judgment Series* on such subjects as *How to Choose Magazines*, *How to Read Newspapers*, *How to Judge Movies* and *Radio Programs*, gives student standards of evaluation and helps develop critical yardsticks.
- Articles on such consumer problems as how to use advertising, read labels, buy wisely, etc.

9. *To develop courtesy, neatness, and punctuality; to develop emotional maturity.*

- Inspirational editorials and selected stories.
- Major articles on personality development, cooperation, service, and leadership.
- "How To" articles on study methods, time budgeting, etc.
- *Boy Dates Girl*, written in the students' vernacular, offers personal and social guidance weekly.

10. *To guide student in worthy use of leisure time and in planning a vocation.*

- Series of features on sports, music, reading, movies, etc.
- Vocational articles on how to plan your vocation and information on the professions, industry, and small businesses.

This copy is a Teacher Edition copy of Practical English. The edition which the students receive begins immediately after page 4-T. Each week the teacher receives a free copy of the student magazine with special teacher pages bound around the outside of the student edition.

FOR ACADEMIC CLASSES

By Dr. William H. Wood
Head of English Department,
Evanston, (Ill.) Township

NO longer is it possible to find in a single textbook all of the essential material that is needed for the modern English class. The scope and variety are too great. Basic study skills, including use of the library, interpretation of all sorts of maps, charts, diagrams, tables, and graphs, the location of information in standard reference works, and the use of index and table of contents, is just one of the areas covered in today's high school English class.

Other major items include the four basic skills of communication: reading, listening, speaking and writing. Somewhere therein is the matter that used to be called grammar, but is now more easily recognized under the longer title "mechanics of correct expression." Spelling and vocabulary development, of course, belong in our list. So, too, does the study of literature.

Life in an English class is no longer the simple business of memorizing a few of the teacher's favorite poems and diagramming compound-complex sentences. The average pupil needs a composition text, a dictionary, a handbook on correct usage, a literary anthology, a thesaurus, and a well-stocked library close at hand.

For the economically-minded teacher the best short cut that we have seen to date is undoubtedly *Practical English*. There's variety here, plenty of it. All of the essential topics for the ordinary English class are covered in every issue, and a few extras, such as occupational information, are thrown in to make the bargain better. The material, presented in a way to attract and to hold the interest of teen-agers, is fresh, up-to-the-minute, in a manner that no textbook can successfully imitate.

It follows, naturally, that *Practical English* is easy to use. Let the skeptic try the following plan for a marking period. At the beginning of the class, issue a copy of the magazine to each pupil. Spend ten minutes with all hands turning through the pages. Check the table of contents; read the headings; look at the illustrations and the ads. Then with an eye on the ability and the interests of each of the class members organize small groups of two or more pupils to assume responsibility for the various essential topics covered in the magazine. These topic-areas should be selected carefully to fit in with the master plan of study that the class and the teacher have previously devised

(Concluded on next page)



How I Use Practical English In Business English Classes

By Mrs. Verl F. Smurthwaite
San Diego High School, San Diego, California

MY one hundred Business English students read each issue of *Practical English* from cover to cover last spring. When students registered for classes this fall, two hundred students signed up for Business English.

Has *Practical English* been the cause of this increased popularity of Business English at San Diego High School? Could be! It did bring school-wide attention to my classes.

Moreover, the students who took P.E. last year, want to subscribe for it again this year.

I was "sold" on *Practical English* a year ago when it first began publication. But how was I to sell it to my students? In a carefully planned "pep talk," I gave the students an alternative: "Pay 60 cents for a semester's subscription which will entitle you to have and keep your own copy each week, or read a class copy which you can take home only one night a week." (The head of my department had co-operated by subscribing for 20 copies through the school magazine fund.) Seventy-five of the hundred students brought their sixty cents. In some cases, two girls subscribed in partnership. Before the semester was over, I am sure the twenty-five non-subscribers wished they had been less economical.

I decided to organize a weekly quiz program in my classes in order to make the fullest use of *Practical English*. I divided each of my three Business English classes into two teams with captains and scorekeepers. Each team chose a name, usually a play on the captain's name; for example, Joyce Wood's team was called *Wood-Be-Rights*; Audrey Quin's squad was known as *Quin's Quizzerettes*.

Each week I read P.E.—a pleasurable experience. As I read, I underlined or checked sentences, paragraphs or features upon which I wished to base my questions. Then I typed out about

(Concluded on next page)

FOR SLOW-LEARNING ENGLISH CLASSES

By Miss Mildred McConkey
Kalamazoo Public Schools, Kalamazoo, Michigan

IF a review of my techniques in the use of *Practical English* last year may stimulate or encourage other teachers who face the problem of creating interest for learning in a slow group, I am glad to share my "hows."

During the spring of 1946 in Kalamazoo, a committee worked out objectives for the slow-learning groups (C. Q. ranging from 94 to 54) under the headings, "Attitude Objectives" and "Subject Matter Objectives." The committee chose *Practical English* to be used with the 10-B's the first semester, and the pupils requested to have it the rest of the year.

The magazine was our text for the entire year, supplemented by *Let's Read* and wide-reading collections. All teachers using these materials last year desired to do so again.

We were able to plan the work around our objectives with the first three issues during the customary two weeks' orientation of 10-B's to senior high school. As all of our English classes are organized with chairman, secretary, and other officers, according to class needs, much time has to be spent giving instructions and help in this procedure to the slower groups.

Practical English's organization articles—"Mister Chairman," "The Minutes Stand Approved," and "Follow the Leader" were most helpful. We studied each of these main articles. Leadership improved and secretaries learned what their duties entailed.

Studying the article meant underlining what each student thought important. In class we compared and discussed the main ideas. Being able to require underlining, because a magazine was being used, was a great boon in getting these people to prepare lessons. I could check the entire class quickly by looking for parts underlined as each held up his magazine. They liked the activity of using a pen; I emphasized main ideas; both teacher and students finished the class hour feeling some satisfaction of accomplishment.

We used the editorials, lead articles, and short stories each week. We worked out other divisions as units of study, using completed material.

The students seemed to look forward to panel discussions on "Boy dates Girl" questions. Pupils, who otherwise would never talk, expressed themselves on these issues when they could sit together in front of the class. The discussions were enlightening as to the real thinking of these young people as citizens.

In Academic Classes

(Concluded)

for the marking period. For the next fifteen minutes each of the small groups reads carefully all of the material in *Practical English* that pertains to its topic-area.

At the end of the quarter hour the pupils are given a few minutes to discuss in their groups whether they have discovered anything that should be brought before the entire class and, if they have, just how it might best be presented. Each of the group leaders is given a chance to present his suggestions briefly to the class. The teacher and the pupils then decide upon a schedule for the rest of the week.

The experienced teacher needs little else than a well-organized class and *Practical English* to insure a stimulating and a successful year for her pupils and herself. Too frequently a textbook creates the impression that it includes all that can ever be known about a subject. Invariably the pupil's interest in the subject as well as in the textbook begins to wane almost as soon as the first flush of wonder and curiosity is satisfied. The *Practical English* approach avoids this difficulty since the pupils see that the study of English can be kept fresh and alive and a real part of everyday living today.

In Business English Classes

(Concluded)

sixty questions on 3 x 5 in. filing cards. Each correctly answered question was to count one point.

On Friday the questions were placed in an envelope and each captain, in turn, drew out a question for her team. I read the questions. If the answer was satisfactory, I announced, "One point!" Sometimes, however, the contestant earned only a half or a fourth. The scorekeepers recorded the scores and each week reviewed the total number of points earned by each team.

But how could I make it possible for pupils to participate more frequently in the program? I decided every Friday to have a short written quiz of five questions which would be answered in one or two words. Shy students who sometimes failed in the oral quiz were enthusiastic about the written contest. At the end of the semester, all weekly written-quiz grades were averaged for a semester final test grade. I also made a final test grade based on the oral quizzes.

The Business English classes in San Diego High School anticipate another stimulating and enjoyable year—thanks to the editors of *Practical English*.

Editorial Program for First Semester, 1947-48

Date	Major Article (pp. 5, 6)	"How To—" (p. 8)	Reading (p. 9)	Letter Perfect (p. 10)
SEPT. 15	Best Foot Forward in New School Year	Budget Your Time	Phrase Reading	Social Letters
SEPT. 22	Class as a Club	Develop Good Study Habits	Adjusting Speeds	Letters of Order
SEPT. 29	Personality Development	Use the Library	Reading for Ideas	Letters of Complaint
OCT. 6	Salesmanship	Use the Dictionary	Vocabulary Comprehension	Answering Complaint Letters
OCT. 13	Good Business Practice	Use Reference Books	Sentence Comprehension	Inter-Office Memos & Telephone Messages
OCT. 20	Interviews	Use Biographical Sources	Identifying the Paragraph Topic	Business Letters: Eliminating Old-fashioned Phrases
OCT. 27	Organizing and Presenting an assembly program	Use the Library (quiz)	Carrying Over Ideas from One Paragraph to Next	Business Letters: More Personal & Friendly
NOV. 3	Listening to and Giving Reports	Take Notes	Reading Maps	Letter Perfect Contest
NOV. 10	Writing Reports	Outline	Reading Charts and Graphs	Letters Requesting Information
NOV. 17	Directions and Explanations	Budget Money	Reading and Understanding Directions	Answering Requests for Information
NOV. 24	Salesmanship	Use Advertising	Reading Between Lines	Writing Sales Letters
DEC. 1	Telephones and Telegrams	Use Labels	Reading Critically & Evaluating	Writing Sales Letters
DEC. 8	Social Conversation, Storytelling, Anecdotes	Buy Wisely (quiz)	Interpreting Figures of Speech	Invitations, Acceptances, Regrets
JAN. 5	Composition: Themes, diaries, etc.	Describe People	Using a Book	Thank-you Notes
JAN. 12	Debate	Train Your Memory	Reading Tests	Letter Perfect Contest
JAN. 19	Cooperation, Service, and Leadership	Take a Test	Reading Tests	Quiz on Series

In every issue a short story, chosen for both reader appeal and literary merit.

OTHER REGULAR FEATURES

1. **Workbook Section** (pp. 11, 12) contains two full pages weekly of grammar, spelling, punctuation, usage, and vocabulary building with survey and periodic review tests. Readily removed from the magazine for testing purposes.

2. **Learn to Think Straight Series** (p. 7), a weekly column of guidance in elementary logic, dealing with problems of propaganda analysis and reasoning.

3. **Critical Judgment Series** (p. 14) on such subjects as "How to Choose Magazines" (with added feature, "Magazine Round-Up") and "How to Read a Newspaper," gives student standards of evaluation and helps develop critical yardsticks of measurement.

4. **Interviews** (p. 7) with leaders in business and public life, a weekly feature of inspirational nature.

5. **Slim Syntax** (p. 10) answers student questions on grammar, sentence structure, usage, pronunciation, etc.

6. **Vocational Guidance Series** (p. 26) gives information on the professions and industries, small businesses, and our systems of distribution. Articles include Salesmanship, Clerical Workers, Service Stations, Banks, Building Trades, Personal Service Occupations, Professional Jobs, Government Jobs, Farm Work, the Teacher, the Telephone Operator.

7. **Boy dates Girl** (p. 21) A regular department of personal and social guidance, covering personality development, dress, good grooming, social graces, habits, conduct, emotional growth, etc.

8. **Entertainment**. Regular departments on movies, humor, music, radio, sports, and books.

Teaching Aids for PRACTICAL ENGLISH

BASED ON MATERIALS IN THIS ISSUE

On Top of Your World (pp. 5, 6)

This article is one of several in the "Orientation to High School" series which will appear in the first three issues of *Practical English*. See also "Time of Your Life" in this issue and references, p. 7-T.

DIGEST OF ARTICLE

Look forward to the new school year the same way you look forward to an exciting summer adventure; have an adventurous attitude. Start with curiosity, enthusiasm, and determination. Learn the lay of the land, make new friends among students and teachers; join a few clubs and participate in activities which will do you the most good; and have a purpose—a set of goals for the year.

A LESSON PLAN

AIM

To orient students to high school life and to develop proper attitudes toward school, other students, and teachers.

PROCEDURE

The article digested above can best be treated as a forty-minute lesson. Techniques include the socialized recitation, pupil report based on suggested activities below, and board outline (by student).

ASSIGNMENT

1. Read "On Top of Your World."
2. Make a list of the subheads and be able to recite on each.
3. Explain each of the following: (a) adventurous attitude toward school; (b) new knowledge gives you new outlook; (c) "getting acquainted" procedure; (d) methods of starting conversations; (e) understand your teachers.
4. Appoint a committee to have class demonstration on proper methods of making introductions as explained in text.

APPLICATION

Summarize the main points made in the article for starting the school year right. Are there any important points that the article does not cover?

Learn — To Think Straight (p. 7)

This is the first of a weekly series of articles in elementary logic dealing with problems of propaganda analysis and reasoning. This one considers making generalizations based on facts.

ACTIVITIES

1. Have students read and discuss "Learn-To Think Straight."

2. Appoint a committee to collect examples of faulty and correct generalizations from conversation about school and from magazines and newspapers. These examples can be written out for a notebook or put on the bulletin board. Other students can contribute items to the committee members who can report orally to the class.

The Time of Your Life (p. 8)

DIGEST OF ARTICLE

Every student should be a planner; he should have a time budget to chart his study, his work, and his fun. About 60 per cent of the 167 hours of the week is spent in sleeping, eating, dressing, etc. and five per cent for transportation; the rest must be carefully planned for study at school and home, for dates, part-time jobs, football games, listening to radio, etc. Clock your study periods to find how much time you need to do your lessons; fill in a temporary study budget, try it out, and then make a permanent one.

A LESSON PLAN

AIM

To train students in effective methods of study.

MOTIVATION

Businessmen, government leaders, professional people — all have carefully timed work days in order to get the most work done. Students, too, can accomplish more if they plan their work days; a time budget is the answer.

ASSIGNMENT

1. Read "The Time of Your Life."
2. Appoint two students to come in before class and put a large time budget chart (unfilled) on the blackboard. (See text for directions.)

PROCEDURE

Put outline of main topics on the board and have socialized recitation based on them. Have students copy blackboard outline of time budget chart.

APPLICATION

Have students make a tentative time budget outside class and test it out for a week for workability; then have a class discussion of problems that have come up in connection with using the time budget.

The Eyes Have It! (p. 9)

This is the first of a weekly series on reading techniques.

MOTIVATION

Theodore Roosevelt was said to be able to read and understand a page at a glance. Some students are able to finish their lessons (and understand them) much more rapidly than others because of differences in reading ability. To get the most from this school year, improve your reading speed and comprehension.

Letter Perfect (p. 10)

This is the first in a weekly series on problems in letter writing. In the September 29 issue students will be invited to participate in the first letter writing contest of the year (with cash prizes). Both business English and academic teachers find this series a "must" for their students.

MOTIVATION

Landing a job, keeping friends, ordering clothes and other goods often depend on your ability to write a clear letter.

PROCEDURE

1. Read and discuss "Letter Perfect." This also is an opportune time to discuss good taste in the choice of stationery, the use of ink, etc.

- a. Business letters are always written on plain white paper.
- b. Brightly colored stationery and inks are poor taste.
- c. Most dime stores carry one or more lines of acceptable stationery.

2. Discuss with the class such problems as readable penmanship, neat arrangement of the letter on the page, and good margins.

Practice Makes Perfect (pp. 11, 12)

This two-page workbook section will appear weekly and will incorporate several popular features of last year into a unified program for the study of the rudiments of grammar, spelling, usage, vocabulary, punctuation, and pronunciation. It may be readily removed from the magazine and used for testing purposes. (Using ruler, tear along dotted line.) In addition to the feature sections of the workbook, there are planned exercises, quizzes, crossword puzzles, and other engaging devices "with a purpose."

In this issue is a *general survey test*. In order to cover a broad territory to discover areas of strength and weakness, it was impossible to concentrate on any one problem or to cover all problems. All of those covered are important.

The *Crossword Puzzle* (p. 12), "Let's Take a Walk," is designed to make stu-

dents aware of synonyms for the word *walk*. As a result, students also should realize that many overused words have picturesque, lively synonyms which should be used. See bottom of page for answers to workbook and puzzle.

For Fun and Information (p. 14)

This introductory article on magazines will be followed by four other articles: (1) "Reading Magazines for Fun" deals especially with short stories; (2) "Reading Magazines for Information" deals with articles and news; (3) "Who Writes and Edits Magazines"; (4) and "How to Read Magazines"—browsing; how to read for specific topics.

"Magazine Round-Up," a full page of digests of current and interesting magazine articles, will accompany each major article on magazines.

DIGEST OF ARTICLE

Bob gets the answers to his English assignment by questioning his family on why they read magazines. They read for fun and information. Sally reads fashion magazines like *Mademoiselle* for style tips, the vocational articles, and the stories. She also is interested in movie reviews as a guide to good pictures. Dad reads *The Saturday Evening Post*, *Time*, *Newsweek*, and sometimes *Senior Scholastic* for the articles on people and for the background information. Mom reads such women's magazines as *Woman's Home Companion* for recipes, articles on the home, housework, health, and the family, and often for national problems. She also reads *Holiday* for vacation information, and the Sunday book section of the *New York Times*. Bob, himself, reads *U. S. Camera* and *Popular Mechanics* for the articles on hobbies and crafts.

A LESSON PLAN

AIMS

To familiarize students with, and interest them in reading current periodicals.

ASSIGNMENT SUGGESTIONS

1. Study the magazines in the rack in the library and make a list of the ones which would be popular in your home; consider the tastes of your family—father, mother, brothers and sisters. Why did you choose each magazine?

2. Have a special committee arrange an exhibit of magazines in classroom and display the covers of magazines on bulletin board.

PROCEDURE

1. Have a Gallup poll vote to determine the ten most popular magazines.

2. Read article in *Practical English* on p. 14.

3. Discuss the problems of choosing magazines for a typical family.

The Short Story (p. 19)

"Gator Boy," like all of P.E.'s weekly short stories, has reader interest and will be voluntarily read by students. Next week's story is "The Four-Day Love Affair." The next story will be on sports.

Vocational Guidance (p. 26)

"Salesmanship" is first in the regular vocational guidance series which will feature industrial, professional, commercial, and agricultural jobs. "Clerical Workers" will appear in the September 29 issue.

DIGEST OF ARTICLE

There are more than 6,000,000 jobs in salesmanship, requiring a wide variety of ability, skills, and education. They offer opportunities to many young people. Most young people are not aware of these opportunities, according to a poll taken last spring by the Institute of Student Opinion, sponsored by *Scholastic Magazines*.

Many salesmanship jobs start as part-time work after school, on Saturdays, and during vacations. Good personal appearance, good health, courtesy, and a command of good English are important personal qualifications for salesmanship. Experienced salesmen sometimes establish their own independent businesses.

AIMS

To give students a knowledge of the job fields and to inform them as to the qualifications needed, the chances to get ahead, the working conditions, and the wages in these fields.

Note: There will be two major articles on salesmanship during the semester.

Boy dates Girl (p. 21)

"Happy New Year!" is first in the popular series of personal and social guidance. *Boy dates Girl* is excellent material for student panel discussions, assembly programs, and for radio scripts.

REFERENCES

1. *Hi There, High School!* by Gay Head. Scholastic Bookshop, *Scholastic Magazines*, 220 E. 42 Street, New York 17, N. Y. In quantities of 10 or more, 20 cents; single copies, 25 cents. Contains 44 pages of sprightly-written copy designed to orient students to high school and everyday living.

2. *Salesmen*. Occupational Briefs No. 164. Send 15 cents to Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill.

3. "The Service Station," special issue of *Prep Magazine*, April 7, 1947. For each copy, send ten cents to *Scholastic Magazines*, 220 East 42nd Street, New York 17, N. Y.

Coming Next Week

The Editorial Program for the first semester (p. 5-T) covers the lead articles and the main features for the ensuing issues. Hereafter this special box will aid teachers in planning ahead by carrying announcements of detailed plans for chief articles for three issues.

Answers to "Practice Makes Perfect"

Watch Your Language: 1-him and me; 2-you and me; 3-jim, Jerry, and him; 4-show his; 5-C; 6-C; 7-than me; 8-were here; 9-C; 10-were clear; 11-these kinds, or this kind of hat; 12-runs well; 13-sweet; 14-There are; 15-Where are; 16-you were coming; 17-he made; 18-the better skater; 19-the man whom; 20-he had tried.

Are You Spellbound?: 1-accidentally; 2-accommodate; 3-all right; 4-apology; 5-argument; 6-athletic; 7-believed; 8-captain; 9-cemetery; 10-committee; 11-conscientious; 12-definite; 13-description; 14-disappoint; 15-embarrassed.

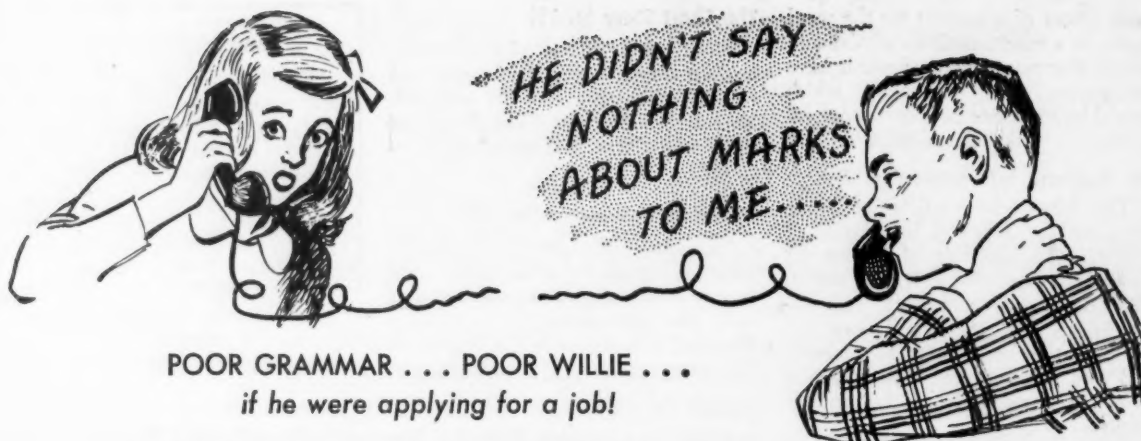
Sign Language: 1-In short (.) ; 2-fish (.) ; 3-cane (.) ; 4-shaving (.) ; 5-melt (.) ; 6-My boy (.) ; 7-house (.) Mr. Giles (.) ; 8-Tabby (.) cat (.) ; 9-puzzle (.) ; 10- . . . insurance (.) gas (.) electric (.) telephone (.) ; 11-hill (.) dale (.) woods (.) meadows (.) ; 12- . . . tomato juice (.) milk (.) bacon (.) ; 13-ice cream (.) I suppose (.) ; 14-trip (.) carburetor (.) in particular (.) ; 15-Mary (.) no doubt (.) ; 16-Yes (.) ; 17-He said (.) (") Bill (.) I think you're wrong. (") ; 18- (") Are you going to the prom (?) (") Jane asked. 19-Why did you do that (?) 20-What a day (!) .

What's the Usage?: 1-I'm not; 2-burst easily; 3-have no liking; 4-wish you; 5-you ought; 6-keeps himself; 7-teach you; 8-like a veteran, or—as if he were; 9-as beautifully as; 10-might have; 11-from me; 12-from me; 13-I saw . . . I did; 14-and said; 15-Somewhere; 16-I surely was; 17-This book; 18-those beautiful flowers; 19-living now; 20-You are.

Words to the Wise: I. 1-b, 2-d, 3-e, 4-a, 5-c. II. 1-inmates; 2-ship; 3-scowl; 4-photograph; 5-esteem.

Answer to "Let's Take a Walk"

P	R	O	W	L		A	M	B	L	E	
L	E	V	E	E		T	A	L	O	N	
O	P	E	N	E	R		R	O	P	E	
D	A	R	T			A	L	O	N	E	
S	I					S	T	O	O	D	
		D	A	S	H		A	N	E	W	
			B	L	I	N	D		H	A	
		B	R	I	N	E		T	R	I	P
T	O	A	D		B	E	R	A	T	E	
U	N	D	E	R		G	I	V	E	R	
G	E	E	S	E		O	M	E	N	S	



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